DOCUMENT RESUME

ED 030 789 AC 003 976

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Adult Basic Education: A Study of the Backgrounds, Characteristics, Aspirations, and Attitudes of Undergraduate Adults in West Virginia.

West Virginia Research Coordinating Unit for Vocational Education, Huntington,

Pub Date 69

Note-100p.

EDRS Price MF-$0.50 HC-$5.10

Descriptors-*Adult Basic Education, Age Groups, *Aspiration, *Educational Background, Occupations, Parental Background, *Participant Characteristics, Program Evaluation, Questionnaires, Residential Patterns, Socioeconomic Status, Statistical Data, *Student Attitudes, Student Transportation

Identifiers-West Virginia

A survey was made of 4,912 students in the Adult Basic Education program in West Virginia to determine their backgrounds, characteristics, aspirations, and attitudes. They were found to be in sociological and economic patterns similar to those of their parents; both groups were school dropouts from rural areas and both were undereducated, economically depressed persons with large families. The great majority had a minimum of 20 to 30 potentially productive years before retirement age. Presently they were employed in public assistance type programs; most had been either unwilling or unable to relocate in other areas. They were participating in the program to get a job or a better job, to obtain a high school equivalency diploma, or to learn to read and write better. Most had no problems in attendance, such as lack of time or transportation, or domestic problems; and most were pleased with course. It was recommended that more centers and programs be established, more persons recruited, guest speakers and resource persons be used, transportation be provided when necessary, night high schools or summer high schools be initiated, vocational training programs also be provided, and counselors, social workers, and placement personnel be added. (nl)

ED030789

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ADULT BASIC EDUCATION: A STUDY OF THE BACKGROUNDS, CHARACTERISTICS, ASPIRATIONS, AND ATTITUDES OF UNDEREDUCATED ADULTS IN WEST VIRGINIA

By

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The work presented or reported herein was performed pursuant to a Grant from the U. S. Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U. S. Office of Education, and no official endorsement by the U. S. Office of Education should be inferred.

Marshall University

Huntington, West Virginia

February, 1969

AC 003 976

FOREWORD

This study was concerned with approximately five thousand undereducated adults enrolled in Adult Basic Education programs throughout West Virginia. It represents an attempt to gain more insight about these individuals so as to better enable school administrators, teachers, and concerned private citizens to assist these persons in overcoming their educational deficiencies. The study was not intended to be a definitive investigation--one of its recommendations was that additional research should be made. However, this study did provide some pertinent data about undereducated adults in West Virginia which should be taken into consideration when dealing with such persons and designing educational programs for them. In this respect, it was hoped that this investigation would be of assistance.

This project was the joint effort of the West Virginia Research Coordinating Unit for Vocational Education; the Adult Basic Education Division of the Bureau of Vocational, Technical, and Adult Education, West Virginia State Department of Education; and the West Virginia Department of Welfare. This publication represents much effort on the part of many persons. Special acknowledgments go to Mr. James Deck, State Supervisor of Adult Basic Education, and to Mr. J. Richard Malcolm, Adult Basic Education Area Supervisor for Cabell, Lincoln, and Wayne Counties. Thanks also go to Mr. Harry Burgess, Director of Title V programs, West Virginia Department of Welfare and to Mr. Charles D. Munson, former Director of Title V programs. Finally, appreciation is extended to the remaining thirteen area Adult Basic Education supervisors and to the Adult Basic Education teachers throughout the state without whose cooperation this project would not have been possible.

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CHAPTER I

THE PROBLEM AND DEFINITIONS OF TERMS USED

Undereducated adults are a very unique group of people. They represent the epitome of the disadvantaged populace. Their lack of education poses a severe handicap as they attempt to function, compete, and face responsibilities as adults in an environment which increasingly demands a high level of education. They are further handicapped in that they are usually unskilled and thus are unable to secure employment in our increasingly skill and technological-oriented society; hence, they are usually plagued by high incidence of poverty and welfare dependence. Many suffer from loss of pride and self-confidence, and are characterized by despair--they find little hope for the alleviation of their plight. Despite these handicaps, they are expected to assume the responsibilities associated with adulthood. They are expected to support and serve as the foundation for their families, exercise their civic responsibilities, and motivate and set examples for their children. The resulting condition is that many of the children of these undereducated adults become trapped by the poverty--educational failure--poverty cycle which so ruthlessly grasps their parents, and thus the problems of one generation are passed on to the next.

The Adult Basic Education program offers a ray of hope to undereducated persons. Since 1965, 34,067 persons have entered the ABE program in West Virginia and have advanced their level of education. Since the program's inception, the number of high school equivalency diplomas granted has shown a rapid increase. No doubt, these persons are now better prepared to face the complexities and to compete in our modern day society. Innovative programs and multi-agency approaches are being developed and initiated in an attempt to more effectively assist educationally deficient adults to overcome their handicaps; but much more remains to be done. As of December 31, 1968, there were still 293,814 West Virginians with less than an eighth grade education. How long must these people wait to be served? How can we reach and involve more people in ABE programs? How shall we obtain adequate teachers and facilities? The challenge to Adult Basic Education is greater than ever before, and the urgency of meeting this challenge becomes more apparent with each passing day. We have made a beginning, and that, in itself, is significant--but not sufficient.

I. THE PROBLEM

Statement of the Problem

The purpose of this study was to survey the Adult Basic Education student population in West Virginia in order to determine some of their characteristics and some of their attitudes toward the ABE program. Specifically, this investigation sought to answer the following questions:

1. What are the age brackets of the ABE student population in West Virginia; how many are males, females?
2. In what types of communities were these people raised?
3. What size families did they come from?
4. What was the educational level of their parents?
5. What were the occupations of the fathers?
6. What was the status of their place of residence?
7. How mobile were these persons?

8. What was the size of their families?
9. What was the educational status of their children?
10. When did these ABE students terminate their formal education; in what grades; why?
11. How long had these persons served in the military service?
12. What was their present employment status? What was the longest period of time they had held steady employment?
13. What was the state of health of the ABE student population and that of their families? How often did they receive medical attention?
14. What types of ABE classes were these students enrolled in? Why did they enroll in ABE?
15. How long had they participated in the program? How many grade levels had they advanced?
16. What were their educational goals?
17. What were the major problems affecting their participation in the program?
18. What ABE subjects were of the most help? How applicable were these subjects to their daily lives? How had the ABE program affected change in the participants?
19. Did the students feel that their progress in ABE was worth their efforts? Did they feel that the program should be continued?
20. Did the students desire additional educational and training programs?
21. What was the students' appraisal of the quality of teaching, materials, equipment, speakers, etc. utilized in the ABE program?
22. What did students feel should be done in order to involve more persons in ABE programs?

Importance of the Study

If administrators and teachers are to design and conduct educational programs which are truly reflective of the needs of students, then they must first have a firm understanding of some of the characteristics and attitudes of the persons they are attempting to serve. It was expected that this study would be of significance by providing additional insight into the backgrounds, characteristics, present status, aspirations, and needs of the ABE student population of West Virginia. Furthermore, it was expected that some of the findings of this investigation will be applicable to other states as well, particularly those in the Appalachian region. Finally, this study served as a source of feedback from participants in the ABE program and was utilized for evaluation purposes.

Limitations of the Study

This study was limited in the following respects:

1. The period of study was from February, 1968, to December, 1968.
2. There was no follow-up study of any ABE students who were not present at the time the survey instrument was administered.
3. Although every effort was made to word the survey instrument in language intelligible to the ABE students, some of the vocabulary may have been too advanced for some of them to interpret.
4. Although every effort was made to insure proper marking of the answer card, there was no guarantee that all answers were properly recorded.

Methodology

The following steps were taken in order to fulfill the purposes of this investigation:

1. Representatives from the Adult Basic Education Supervisory staff met with members of the Research Coordinating Unit (RCU) to (a) formulate the objectives of the study, (b) construct a suitable data collection instrument, and (c) develop procedures for conducting the investigation.
2. The criteria adopted for the construction of the survey instrument were as follows: (a) The instrument was to be constructed

so that it would enable the investigators to collect the data necessary to fulfill the purposes of the study; (b) The instrument was to be designed so that the words used in the questions would be ones which were in the vocabularies of the undereducated adults to be surveyed; and (c) Due to the large number of people to be surveyed, the instrument was to be designed so that answers could be transferred to answer cards with electrographic pencils and then computer processed.

3. A preliminary questionnaire meeting the aforementioned criteria was developed and subjected to a trial survey of a group of Cabell County Adult Basic Education students. Certain weaknesses and ambiguities in the questionnaire were identified and corrected. The revised questionnaire was subsequently adopted for use in the investigation.[1]

4. It was decided that the ABE teachers would administer the questionnaire to the students. The fourteen area ABE supervisors throughout the state were selected to serve as intermediaries between the planners of the study and the teachers who would ultimately administer the survey instruments.[2]

5. Answer cards were coded so that data, once collected, could be identified by county and by supervisory area.[3]

6. A meeting of the fourteen area ABE supervisors was called to provide them with an orientation about the study and their responsibilities in its conduct.

7. A special instruction sheet was developed for the benefit of the area supervisors and the ABE teachers. The instruction sheet (a) explained the purposes of the study, (b) explained how to use the questionnaire, answer cards, and special electrographic pencils, (c) offered a suggested procedural guide for administration of this questionnaire, and (d) provided for interpretation of certain questions which could have been misinterpreted.[4]

8. Area supervisors were provided with the required number of questionnaires, answer cards, and instruction sheets, which they in turn distributed to the ABE teachers for administration. The supervisors were charged with the responsibility of providing

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[1] See Appendix A.

[2] See Appendix B.

[3] See Appendix C.

[4] See Appendix D.

the ABE teachers in their areas with an orientation similar to the one they received.

9. Completed answer cards were collected from the ABE teachers by the area supervisors and were returned to the RCU.

10. The Computer Center at Marshall University processed the answer cards and provided a print out of the results of the survey.

11. Tables were developed for each of the questions shown on the computer print outs. These data from the survey were analyzed, organized, and presented in this publication. Conclusions and recommendations were made on the basis of these data.

II. DEFINITIONS OF TERMS USED

Adult Basic Education. A sequential program of instruction designed to teach undereducated persons who are eighteen years of age or older fundamental communicative and computational skills along with auxiliary instruction in the arts and sciences, and in consumer education.

Attitude. Disposition or opinion about something. A readiness to react toward or against something in a particular manner with a particular degree of intensity.

Characteristics. Distinguishing traits or features possessed by a person or a group of persons. Personal or distinctive qualities which serve to identify a person or group of persons.

Students. Participants in the Adult Basic Education program. In this study, the term participants was used synonymously with the term students.

III. ORGANIZATION INTO CHAPTERS

Chapter one provided for a brief introduction to the problems of undereducated adults followed by a statement of the problem and a list of questions which the investigator sought to answer. Following a discussion of the importance of the study and delineation of the manner in which it was limited, a step by step outline of the method of procedure used in conducting the investigation was given. The first chapter was concluded with a list of defined terms used frequently in the study and an explanation of the manner in which the study was organized into chapters.

The second chapter presented the data secured in the investigation in both table and narrative form. The chapter was concluded with a summary of the major findings.

Chapter three offered a brief summary or re-statement of the problem and presented the major conclusions of the investigation. The chapter was concluded with a list of recommendations regarding Adult Basic Education.

CHAPTER II

PRESENTATION OF THE DATA

The data presented in this chapter were divided into two major sections, each containing several minor divisions. The first major section dealt with data which were related to the personal backgrounds of the Adult Basic Education students. The purpose of collecting these data was to gain additional insight about the nature and experiences of the persons enrolled in the ABE program throughout West Virginia. It was felt that these data would prove useful in a number of ways, but that primarily they would enable ABE teachers, program administrators, and supervisors to better understand undereducated adults and their needs, and thus be in better positions to develop and provide meaningful educational programs for them.

The second major section of Chapter II dealt with data which were related to the students as participants in an Adult Basic Education program. The purpose of collecting these data was to provide for a source of feedback from presently enrolled ABE students throughout West Virginia, which could be utilized as a measure for evaluating and/or improving the state's ABE programs. Chapter II was concluded with a third major section which provided for a brief summarization of the data presented in the two preceding sections. Persons desiring only an overview of the findings of this investigation should refer to the third section of Chapter II or the conclusions section of Chapter III. It should be noted that data in this chapter were presented in both table and narrative form. The narrative portion simply provided for a summary of the data shown in the respective tables. All percentages shown in the tables were rounded off to the nearest whole number; for this reason, some percentages totaled slightly greater or slightly less than one hundred per cent.

A very valuable source of data which was not presented in Chapter II, because of organizational problems, may be found in Appendix E on Page 73. These data represent selected comments to essay questions asked of the ABE students. These questions dealt with what the students liked and disliked most about the program and how they felt it could be improved.

I. PERSONAL BACKGROUNDS

Description of the Sample

With the exception of Wirt County, participants from each of West Virginia's fifty-five counties were represented in this study. Table I shows the number of ABE students surveyed in each county and the percentage each of these numbers represented of the total population sample of 4,912 students. It may be noted that the fourteen counties of Kanawha, Mingo, Logan, Cabell, Raleigh, Boone, Wayne, Mercer, Wyoming, McDowell, Lincoln, Fayette, Mason, and Harrison provided 62 per cent of the population surveyed. The largest single group of participants was from Kanawha County, while the smallest single group of participants was from Pleasants County. The supervisory area (see Appendix B) with the largest number of participants was Area 14 (Cabell, Lincoln, and Wayne Counties) with 604 participants. The area with the smallest number of participants was Area 1 (Nicholas, Pocahontas, and Webster Counties) with 140 persons represented in this study. It should be noted that some of the supervisory areas encompass more counties than others.

TABLE I

NUMBER OF STUDENTS SURVEYED IN EACH COUNTY AND PERCENTAGE OF THE TOTAL SAMPLE WHICH EACH COUNTY REPRESENTED

COUNTY	NUMBER	PER CENT	COUNTY	NUMBER	PER CENT
Barbour	34	.7	Kanawha	386	7.9
Berkeley	57	1.2	Lewis	21	.4
Boone	212	4.3	Lincoln	169	3.4
Braxton	81	1.6	Logan	245	5.0
Brooke	44	.9	Marion	54	1.1
Cabell	226	4.6	Marshall	76	1.5
Calhoun	57	1.2	Mason	144	2.9
Clay	87	1.8	Mercer	202	4.1
Doddridge	45	.9	Mineral	38	.8
Fayette	145	3.0	Mingo	365	7.4
Gilmer	39	.8	Monongalia	68	1.4
Grant	50	1.0	Monroe	50	1.0
Greenbrier	47	1.0	Morgan	15	.3
Hampshire	25	.5	McDowell	185	3.8
Hancock	20	.4	Nicholas	74	1.5
Hardy	65	1.3	Ohio	96	2.0
Harrison	132	2.7	Pendleton	44	.9
Jackson	28	.6	Pleasants	6	.1
Jefferson	23	.5	Pocahontas	25	.5

TABLE I (CONT'D.)

COUNTY	NUMBER	PER CENT	COUNTY	NUMBER	PER CENT
Preston	56	1.1	Tyler	41	.8
Putnam	9	.2	Upshur	38	.8
Raleigh	220	4.5	Wayne	209	4.3
Randolph	38	.8	Webster	41	.8
Ritchie	27	.5	Wetzel	89	1.8
Roane	54	1.1	Wirt	0	0
Summers	80	1.6	Wood	81	1.6
Taylor	36	.7	Wyoming	199	4.1
Tucker	14	.3			

Most of the ABE students participating in this study were in the age category ranging from twenty-six to fifty-six. As shown in Table II, only 14 per cent of the sample was under twenty-six years of age, while only 7 per cent was over fifty-six years of age. The largest single group of respondents was in the thirty-six to forty-five age category. A further grouping of the data in Table II revealed that two-thirds of the students were under forty-six years of age, and almost 40 per cent were under the age of thirty-six.

The data in Table III further described the sample by indicating that more than two-thirds of the ABE students surveyed were males. This fact was significant in that these persons were probably heads of households and thus were probably responsible for the economic stability of their families.

TABLE II

AGE OF STUDENTS

Age Brackets	Number and Percentage in Each Response Category	
	Number	Per Cent
18-25	670	14
26-35	1,215	25
36-45	1,393	28
46-55	1,125	23
56 or older	323	7
Non-respondents	186	4

TABLE III

SEX OF STUDENTS

Sex	Number and Percentage in Each Response Category	
	Number	Per Cent
Male	3,276	67
Female	1,428	29
Non-respondents	208	4

Family Backgrounds

The great majority of the ABE students were raised in very rural settings. As shown in Table IV, 82 per cent of the participants in this study were raised in areas which had a population of less than one thousand persons. More than one-half of the students (54 per cent) described the area in which they were raised as being a farm. Only 6 per cent of the students were raised in towns with a population range of one thousand to 4,999, while only 7 per cent reported being reared in larger communities.

TABLE IV

SIZE OF COMMUNITIES IN WHICH STUDENTS WERE RAISED

Size of Community	Number and Percentage in Each Response Category	
	Number	Per Cent
Farm (very rural, only a few families)	2,649	54
Small town (under 1,000)	1,396	28
Large town (1,000 - 4,999)	274	6
City (5,000 or more)	367	7
Non-respondents	226	5

The great majority of the participants came from relatively large families. As reflected in Table V, two-thirds of the students had five or more brothers and sisters. Almost half of the survey population reported having seven or more brothers and sisters. Only 29 per cent of the students were raised in a family of fewer than six children (counting themselves). Only 3 per cent were reported as being "an only child".

TABLE V

NUMBER OF BROTHERS AND SISTERS

Number of Brothers And Sisters	Number and Percentage in Each Response Category	
	Number	Per Cent
None	130	3
1-2	539	11
3-4	760	15
5-6	895	18
7 or more	2,371	48
Non-respondents	217	4

For the most part, the level of formal education of the parents of ABE students in this study was very low. As shown in Table VI, more than one half of the students reported that their mother had less than a tenth grade education, while 49 per cent reported the same for their father. Only 3 per cent of the students reported their father had completed a high school education, and it was also determined that only 3 per cent of the mothers of the participants had done so. Another significant finding with regard to this matter was that a very sizable percentage of the students did not know the years of education their parents had completed. Forty per cent of the students did not know the educational level of the father, and 36 per cent did not know it for their mother.

TABLE VI

YEARS OF SCHOOL COMPLETED BY STUDENTS' PARENTS

Years of School Completed	Number and Percentage in Each Response Category			
	Father		Mother	
	Number	Per Cent	Number	Per Cent
0-4	1,100	22	822	17
5-9	1,313	27	1,677	34
10-12	179	4	264	5
High school graduation or beyond	139	3	141	3
Don't know	1,161	40	1,751	36
Non-respondents	220	4	257	5

Most of the fathers of the ABE students in this study were employed in either mining or farming. Table VII shows that 34 per cent of the students reported their father's occupation as the former, and 21 per cent reported the latter. The next largest occupational category of the students' fathers was that of a day laborer, while almost 10 per cent were employed in lumbering. Only 13 per cent earned their living through some other type of occupation. In summary, it may be said that the great majority of the fathers of the participants earned a living in unskilled occupations.

TABLE VII

FATHERS' OCCUPATIONS

	Number and Percentage in Each Response Category	
Occupation	Number	Per Cent
Mining	1,654	34
Farming	1,011	21
Lumbering	421	9
Day Labor	935	19
Other	658	13
Non-respondents	233	5

Residence Status

The participants in this study were fairly evenly divided between those which owned their own home and those who rented. As shown in Table VIII two-fifths of the students were home owners, while 45 per cent reported that they rented their place of residence. Only a very small number, 10 per cent, either lived with relatives or had some other type of housing arrangement.

Most of the participants in this study seemed to be relatively stable with regard to geographic mobility. As reflected in Table IX, only one-fourth of the students reported that they had moved a distance greater than twenty-five miles either once or twice during the last decade. The majority of the students, 56 per cent, had never made such a move during the past ten years, while 14 per cent reported they had done so three or more times.

TABLE VIII

STUDENTS' RESIDENCE STATUS

Residence Status	Number and Percentage in Each Response Category: Number	Per Cent
Own home	1,915	39
Rent	2,201	45
Live with relatives	259	5
Other status	230	5
Non-respondents	307	6

TABLE IX

FREQUENCY OF CHANGE IN STUDENTS' PLACE OF RESIDENCE
(BY MORE THAN 25 MILES) DURING THE PAST TEN YEARS

Frequency of Change	Number and Percentage in Each Response Category: Number	Per Cent
1-2	1,250	25
3	350	7
4	180	4
5 or more	158	3
None	2,727	56
Non-respondents	247	5

The great majority of the students were native West Virginians and had spent all of their lives in this state. As indicated in Table X, 63 per cent of the participants reported that they had always lived in West Virginia. Only 14 per cent of the 4,912 students had lived out of the state for a period of one to three years, while 6 per cent had lived in other states from four to six years, and 12 per cent had lived outside of West Virginia for seven or more years. It was not determined how many of the 32 per cent which reported having lived in other states were native West Virginians.

TABLE X

NUMBER OF YEARS STUDENTS HAD LIVED IN STATES OTHER THAN WEST VIRGINIA

Years	Number and Percentage in Each Response Category	
	Number	Per Cent
Always lived in W. Va.	3,112	63
1-3	685	14
4-6	282	6
7 or more	584	12
Non-respondents	249	5

Children Of The Students

As shown in Table XI, the great majority (84 per cent) of the students had at least one child. Only 10 per cent of the students reported that they had no children. As with the families in which the ABE students themselves were raised, they, too, tended to have relatively large families. Sixty-three per cent of the students had three or more children, 39 per cent had five or more, and more than one-fifth had seven or more. It should be noted that the participants were asked to report all of the children they had raised as a part of their family so as to include those adopted and/or those from former marriages. The data in Table XII indicated 68 per cent of the participants had at least one child enrolled in school and that 36 per cent had at least three or more children in school.

TABLE XI

NUMBER OF CHILDREN STUDENTS HAD RAISED IN THEIR FAMILIES

Number Raised	Number and Percentage in Each Response Category	
	Number	Per Cent
None	477	10
1-2	1,041	21
3-4	1,192	24
5-6	852	17
7 or more	1,096	22
Non-respondents	254	5

TABLE XII

NUMBER OF CHILDREN THAT THE STUDENTS HAD PRESENTLY ENROLLED IN PUBLIC SCHOOLS

Children In School	Number and Percentage in Each Response Category	
	Number	Per Cent
None	1,082	22
1-2	1,583	32
3-4	1,177	24
5 or more	600	12
Have no children	241	5
Non-respondents	229	5

Examination of Tables XI and XII revealed an apparent discrepancy in the percentage of participants which reported that they had no children. Table XI established that 10 per cent had no children, while Table XII showed that only 5 per cent were not parents. The assumption must be made that the larger figure (10 per cent shown in Table XI) was correct. The explanation given for these conflicting figures was that some of the respondents without children apparently either (1) prematurely checked the answer category "none" instead of the answer category "I have no children;" or (2) did not consider the question applicable to them (since they had no children) and did not answer the question at all, thereby causing them to be classified as "non-respondents" rather than as respondents without children. It should be noted at this point that the figures in Tables XIII and XXXIV which reflected the number of respondents without children will also conflict with the data shown in Table XI due to the aforementioned reasons.

A disturbing finding relative to the education of the participants' children may be noted in Table XIII, namely, that more than one-fourth of the 4,912 ABE students in this investigation reported that one or more of their children had dropped out of school prior to high school graduation. Even more alarming was the fact that 10 per cent of the participants reported that three or more of their children had become dropouts.

TABLE XIII

NUMBER OF STUDENTS' CHILDREN WHICH HAD QUIT OR DROPPED OUT OF SCHOOL PRIOR TO HIGH SCHOOL GRADUATION

Number Dropped Out	Number and Percentage in Each Response Category	
	Number	Per Cent
None	3,119	63
1-2	808	16
3-4	323	7
5 or more	131	3
Had no children	251	5
Non-respondents	280	6

Educational And Military Background

As shown in Table XIV, 87 per cent of the participants in this study had been out of school for at least six years. Seventy-seven per cent of the students reported they had been out of school for more than ten years, while over one-half of the sample, 51 per cent, had terminated their formal education more than twenty years ago.

TABLE XIV

NUMBER OF YEARS SINCE STUDENTS
LAST ATTENDED PUBLIC SCHOOL

Years	Number and Percentage in Each Response Category	
	Number	Per Cent
0 - 5	403	8
6 - 10	489	10
11 - 15	604	12
16 - 20	665	14
Over 20	2,512	51
Non-respondents	239	5

Table XV reflected the grade the students were in when they terminated their formal education. It may be noted that almost 40 per cent had completed less than a sixth grade education prior to quitting school, while 14 per cent had completed less than three years of school when they dropped out. Only about one-fifth of the approximately five thousand persons surveyed had completed more than nine years of school before terminating their education. Only 3 per cent reported they had graduated from high school. The largest single group of students quit school sometime between the beginning of the seventh grade and prior to completing the ninth grade.

TABLE XV

GRADES IN WHICH STUDENTS WERE ENROLLED WHEN THEY QUIT SCHOOL

Grade	Number and Percentage in Each Response Category	
	Number	Per Cent
0-3rd	690	14
4th-6th	1,176	24
7th-9th	1,788	36
10th-12th	880	18
High school graduation	139	3
Non-respondents	239	5

The main reason for most of the participants quitting school when they did seemed to be primarily related to financial hardship. As shown by Table XVI, 40 per cent of the students reported that the main reason they quit school was because they had to go to work. Sixteen per cent of the participants said they terminated their education mainly because of a lack of interest in school. Almost 10 per cent attributed the reason for their quitting school to the small value their parents placed on education. Only 2 per cent reported dropping out because of inability to get along with their teachers and principal, while 28 per cent simply said they quit school because of one or a variety of other reasons.

The data in Table XVII revealed that three-fourths of the participants had never served in the armed forces. Only 6 per cent of the participants had served four or more years in the service, while 14 per cent reported having served from one to three years.

TABLE XVI

MAIN REASON FOR QUITTING SCHOOL

Reason	Number and Percentage in Each Response Category Number	 Per Cent
Had to quit school to go to work	1,971	40
My parents didn't realize the value of education	428	9
Couldn't get along with my teachers and principal	122	2
Lost interest in school	785	16
Some other reason	1,390	28
Non-respondents	216	4

TABLE XVII

YEARS SPENT IN MILITARY SERVICE

Years	Number and Percentage in Each Response Category Number	 Per Cent
None	3,680	75
One	149	3
Two	255	5
Three	293	6
Four or more	301	6
Non-respondents	234	5

Employment Status

As shown in Table XVIII, only 6 per cent of the participants classified themselves as unemployed; however, it should be noted that 55 per cent of the students were reported as AFDCU workers and that to be eligible for work under this program, a person must first be unemployed. Only one-tenth were actually employed by business and industry, while 18 per cent were housewives not eligible for employment.

TABLE XVIII

PRESENT EMPLOYMENT STATUS

Employment Status	Number and Percentage in Each Response Category	
	Number	Per Cent
ADCU worker	2,699	55
Housewife	883	18
Employed by business or industry	509	10
Unemployed	283	6
Other	280	6
Non-respondents	258	5

Table XIX reflected that less than one-fourth of the respondents had held a steady job for a period of ten years or longer. Ten per cent of the students reported their longest period of steady employment had been for less than one year, 30 per cent reported having had only one to four years of steady employment, and 19 per cent said the longest they had held a steady job was from five to nine years. Excluding the 13 per cent who were housewives not eligible for employment and the 5 per cent who did not answer the question, almost 60 per cent of the 4,912 persons surveyed reported that their longest period of steady employment had not exceeded nine years.

TABLE XIX

LONGEST PERIOD OF TIME STUDENTS HAD HELD A STEADY JOB

Length of Steady Employment	Number and Percentage in Each Response Category: Number	Per Cent
Did not work steady because I was a housewife	659	13
Less than 1 year	509	10
1 to 4 years	1,454	30
5 to 9 years	933	19
10 years or longer	1,114	23
Non-respondents	243	5

Health

The great majority of the participants reported that both they and their families were in fairly good health. As shown in Table XX, 83 per cent of the students described their state of health as either good or fair. Almost 90 per cent reported the same for their families.

TABLE XX

STATE OF HEALTH OF RESPONDENTS AND THEIR FAMILIES

State of Health	Number and Percentage in Each Response Category			
	Number	Per Cent	Number	Per Cent
	Respondents		Families	
Good	1,930	39	2,029	41
Fair	2,162	44	2,338	48
Poor	527	11	219	4
Non-respondents	293	6	326	7

Almost one-half of the participants reported that they and/or members of their families had made more than six visits to a doctor and/or dentist during the past year. More than one-fourth reported that greater than ten such visits had been made during the previous year, while 17 per cent reported in excess of fifteen visits. Of course, the frequency of visits to doctors and/or dentists, as reflected in Table XXI, was not only affected by the state of health of the respondents and their families, but was dependent upon the size of families as well.

TABLE XXI

NUMBER OF TIMES RESPONDENTS AND/OR THEIR FAMILIES HAD BEEN TO A DOCTOR AND/OR DENTIST DURING THE PAST YEAR

	Number and Percentage in Each Response Category	
Frequency of Visits	Number	Per Cent
None	273	6
1 - 5 times	2,026	41
6 - 10 times	1,065	22
11 - 15 times	456	9
Over 15 times	815	17
Non-respondents	277	6

II. DATA RELATED TO THE STUDENTS AS PARTICIPANTS IN THE ADULT BASIC EDUCATION PROGRAM

Types of Classes in Which Students Were Enrolled and Reasons For Enrolling

Table XXII shows the types of Adult Basic Education classes in which the students were enrolled. More than half of the participants were enrolled in Title V ABE programs. These programs were designed for persons eighteen years of age or older who have less than an eighth grade level of education. Fourteen per cent of the participants were enrolled in Title V high school programs. These programs were designed for a similar group of persons who are on a higher educational level and are working toward a high school equivalence diploma. Both the Title V ABE and Title V high school programs are operated cooperatively by the West Virginia Department of Welfare and the Bureau of Vocational, Technical and Adult Education. Twenty-three per cent of the participants were enrolled in Title III ABE programs. These persons were enrolled in Adult Basic Education on a voluntary basis, whereas the Title V group's enrollment was mandatory. The Neighborhood Youth Corp (NYC) program accounted for 3 per cent of the participants in this study. These persons were also eighteen years of age or older and were school dropouts.

TABLE XXII

TYPE OF ABE CLASS IN WHICH STUDENTS WERE ENROLLED

Type of Class	Number and Percentage in Each Response Category	
	Number	Per Cent
Title V ABE	2,579	53
Title V High School	675	14
Title III ABE	1,142	23
NYC	168	3
Non-respondents	348	7

Students were asked to select from a list of varied possibilities their main reason for enrolling in ABE classes. As shown in Table XXIII, the most frequently mentioned reasons for enrolling in ABE were related to employment and education. Thirty-six per cent said that their main reason for enrolling in ABE was to acquire more education, while the same percentages stated that they were motivated by matters related to obtaining employment (15 per cent said they were enrolled so that they could get a job, while 21 per cent said they were enrolled so they could get a better job.) More than one-fifth said they were enrolled in ABE classes for some other reason.

TABLE XXIII

MAIN REASON FOR ENROLLING IN ADULT BASIC EDUCATION CLASSES

Reasons	Number and Percentage in Each Response Category	
	Number	Per Cent
To help me get a job	721	15
To held me get a better job	1,045	21
To get more education	1,766	36
For my own enjoyment	90	2
Some other reason	1,082	22
Non-respondents	208	4

Length of Enrollment, Grade Levels Progressed, and Educational Goals

As reflected in Table XXIV, almost three-fifths of the participants had been enrolled in ABE classes for eighteen months or less, while 37 per cent had been enrolled for a longer period of time. About half (48 per cent) of the students had participated in the program for one year or less, while 31 per cent had been attending classes for six months or less.

TABLE XXIV

MONTHS SPENT IN ADULT BASIC EDUCATION CLASSES

Number of Months	Number and Percentage in Each Response Category Number	 Per Cent
0 - 3	743	15
4 - 6	773	16
7 - 12	831	17
13 - 18	553	11
Over 18	1,812	37
Non-respondents	200	4

Table XXV shows the number of grade levels the students had advanced since enrolling in ABE classes. One-fifth of the students reported that they had advanced six or more grade levels since their initial enrollment in the program. Forty-six per cent had advanced three or more grade levels. Eighteen per cent of the students reported that they were not aware of the number of grade levels they had advanced.

The largest single group of students (45 per cent) stated that their educational goal was to obtain a high school equivalency (G.E.D.) diploma, as shown in Table XXVI. More than one-fifth reported that their educational goal was simply to learn to read and write better, while 11 per cent wanted to raise their educational level to the eighth grade level of achievement. More than 10 per cent of the students said they wanted to prepare to enter an educational program beyond the high school level.

TABLE XXV

GRADE LEVELS ADVANCED SINCE ENROLLING IN ABE

Grade Levels Advanced	Number and Percentage in Each Response Category	
	Number	Per Cent
0 - 2	1,576	32
3 - 5	1,273	26
6 - 8	565	12
9 - 12	375	8
Don't know	908	18
Non-respondents	215	4

TABLE XXVI

EDUCATIONAL GOALS OF STUDENTS

Goals	Number and Percentage in Each Response Category	
	Number	Per Cent
Learn to read and write better	1,083	22
To raise my educational level to the eighth grade	543	11
To get a high school equivalency G.E.D. diploma	2,208	45
To enter an educational program beyond the high school level	597	12
Other	275	6
Non-respondents	206	4

Students' Problems Related to Participating in Adult Basic Education Classes

Students were asked to select from a list of varied possibilities the most difficult problem for them to overcome in order to be an active participant in the Adult Basic Education program. Table XXVII shows that the largest single group of students (43 per cent) stated that they had not experienced any problems which affected their participation in the program. Of those who had experienced problems, the two most frequently mentioned were (1) lack of transportation to and from class, and (2) becoming accustomed to attending school again. Fourteen per cent reported that personal problems at home, such as sickness, had caused them the most difficulty in participating in Adult Basic Education classes.

TABLE XXVII

MOST DIFFICULT PROBLEMS FOR STUDENTS TO CONTEND WITH SINCE ENROLLING IN ADULT BASIC EDUCATION CLASSES

Problems	Number and Percentage in Each Response Category	
	Number	Per Cent
Lack of transportation to and from class	737	15
Lack of time to attend class	426	9
Home problems or sickness	703	14
Getting accustomed to going to school again	715	15
No problems	2,102	43
Non-respondents	229	5

The data in Table XXVIII reflects the mileage students had to travel (one way) in order to attend Adult Basic Education classes. Almost one half of the students reported the one-way mileage to Adult Basic Education classes to be five miles or less; however, 46 per cent reported having to travel greater than five miles (one way) to get to classes. Almost 30 per cent of the students traveled more than ten miles one way, while 10 per cent traveled more than twenty miles one way in order to attend Adult Basic Education classes.

TABLE XXVIII

MILEAGE FROM STUDENTS' HOMES
TO THE ADULT BASIC EDUCATION CENTER

	Number and Percentage in Each Response Category	
Miles	Number	Per Cent
2 or less	1,454	30
3 - 5	929	19
6 - 10	908	18
11 - 20	903	18
Over 20	506	10
Non-respondents	212	4

Student Appraisal of the Adult Basic Education Program

Table XXIX reflects the subjects which the students regarded as the most beneficial. The majority of the students (55 per cent) reported that all of the subjects had been of an equal amount of help to them. Twenty-three per cent specifically mentioned Arithmetic-Math as the most helpful subject, while 14 per cent mentioned Reading-English as such.

The great majority of the students reported that the knowledge and skills learned through Adult Basic Education classes has applicability to

TABLE XXIX

SUBJECTS WHICH STUDENTS REGARDED AS BEING OF THE MOST HELP TO THEM

Subjects	Number and Percentage in Each Response Category	
	Number	Per Cent
Reading-English	696	14
Social Studies	98	2
Science	63	1
Arithmetic-Math	1,147	23
They have all been of the same amount of help	2,680	55
Non-respondents	228	5

their daily lives. As shown in Table XXX, 87 per cent reported the degree of applicability from some (44 per cent) to very much (43 per cent). Only 8 per cent said the Adult Basic Education program had very little or no applicability.

TABLE XXX

DEGREE TO WHICH STUDENTS FELT THAT THE SKILLS AND KNOWLEDGE LEARNED THROUGH ADULT BASIC EDUCATION WAS APPLICABLE TO THEIR DAILY LIVES

Degree of Applicability	Number and Percentage in Each Response Category	
	Number	Per Cent
Very much	2,124	43
Some	2,163	44
Very little	247	5
None	128	3
Non-respondents	250	5

When asked to indicate the extent to which they felt the Adult Basic Education program had helped them to become better citizens, 87 per cent of the students had favorable comments. As shown in Table XXXI, almost three-fifths reported that the program had helped them very much, while 28 per cent reported the program had helped "some." Only 7 per cent felt that Adult Basic Education had done nothing or very little to help them become better citizens.

TABLE XXXI

DEGREE TO WHICH STUDENTS FELT THE ADULT BASIC EDUCATION PROGRAM HAD HELPED THEM TO BECOME BETTER CITIZENS

	Number and Percentage in Each Response Category	
Degree of Influence	Number	Per Cent
Very much	2,877	59
Some	1,385	28
Very little	133	3
None	205	4
Non-respondents	312	6

With regard to the Adult Basic Education program's effect on the students' confidence in their abilities to learn, Table XXXII revealed that 87 per cent of the students felt the program had a positive effect. Only 2 per cent of the 4,912 persons surveyed felt that the Adult Basic Education program had not made them more sure of their competency to learn.

Table XXXIII shows that nine-tenths of the respondents felt the Adult Basic Education program had made them more aware of the value and importance of their acquiring additional education. Only two per cent

TABLE XXXII

STUDENTS' OPINIONS AS TO WHETHER THE ADULT BASIC EDUCATION PROGRAM HAD MADE THEM MORE SURE OF THEMSELVES AND HELPED THEM TO GAIN CONFIDENCE IN THEIR ABILITY TO LEARN

	Number and Percentage in Each Response Category	
Students' Opinions	Number	Per Cent
Yes	4,289	87
No	99	2
Uncertain	267	5
Non-respondents	257	5

indicated that they felt otherwise. Table XXXIV shows that 85 per cent of the students felt that participation in the Adult Basic Education program had also made them more aware of the importance of their children acquiring an education.

TABLE XXXIII

STUDENTS' OPINIONS AS TO WHETHER THE ADULT BASIC EDUCATION PROGRAM HAD MADE THEM MORE AWARE OF THE VALUE AND IMPORTANCE OF ADDITIONAL EDUCATION

	Number and Percentage in Each Response Category	
Students' Opinions	Number	Per Cent
Yes	4,400	90
No	111	2
Uncertain	120	2
Non-respondents	281	6

TABLE XXXIV

STUDENTS' OPINIONS AS TO WHETHER PARTICIPATION IN THE ADULT BASIC EDUCATION PROGRAM HAD MADE THEM BETTER UNDERSTAND THE IMPORTANCE OF EDUCATION FOR THEIR CHILDREN

Students' Opinions	Number and Percentage in Each Response Category	
	Number	Per Cent
Yes	4,188	85
No	101	2
Undecided	82	2
I have no children	298	6
Non-respondents	243	5

Table XXXV shows that of the 4,912 participants in this survey, 90 per cent felt that the progress they had made in the Adult Basic Education program had been worth the efforts required. Only 2 per cent felt their effort could not be justified in terms of their progress on benefits derived. As shown in Table XXXVI, more than nine-tenths of the respondents felt Adult Basic Education programs should be continued. Only 1 per cent indicated that the program should be terminated.

TABLE XXXV

STUDENTS' OPINIONS AS TO WHETHER THEIR PROGRESS MADE IN THE ADULT BASIC EDUCATION PROGRAM WAS WORTH THE EFFORT PUT FORTH

Students' Opinions	Number and Percentage in Each Response Category	
	Number	Per Cent
Yes	4,386	90
No	90	2
Undecided	161	3
Non-respondents	275	6

TABLE XXXVI

STUDENTS' RESPONSES TO THE QUESTION:
"DO YOU FEEL THAT THE ADULT BASIC EDUCATION
PROGRAM SHOULD BE CONTINUED?"

Students' Responses	Number and Percentage in Each Response Category	
	Number	Per Cent
Yes	4,464	91
No	65	1
Undecided	136	3
Non-respondents	247	5

Students' Desires for Additional Education and Training

As shown in Table XXXVII, more than sixty per cent of the students reported that they would like to spend more hours per week in Adult Basic Education classes. Only 16 per cent indicated that they did not desire to devote more time to basic education classes, while another 16 per cent were undecided about the matter.

TABLE XXXVII

DO STUDENTS DESIRE TO SPEND MORE HOURS
PER WEEK IN ADULT BASIC EDUCATION CLASSES

Students' Responses	Number and Percentage in Each Response Category	
	Number	Per Cent
Yes	3,060	62
No	807	16
Undecided	766	16
Non-respondents	279	6

The majority of the students reported that they were interested in obtaining a regular high school diploma after completing the requirements for the high school equivalency diploma (G.E.D.). Table XXXVIII shows that 62 per cent of the students reported such an interest, while 11 per cent had no desire for a regular diploma, and approximately one-fifth were undecided about the matter.

TABLE XXXVIII

STUDENTS' RESPONSES TO THE QUESTION:
"IF YOU RECEIVE YOUR G.E.D. DIPLOMA, WOULD YOU BE INTERESTED
IN ENROLLING IN NIGHT SCHOOL IN ORDER TO GET
A REGULAR HIGH SCHOOL DIPLOMA?"

Students' Responses	Number and Percentage in Each Response Category	
	Number	Per Cent
Yes	3,026	62
No	523	11
Undecided	1,045	21
Non-respondents	318	6

As indicated by the data in Table XXXIX, more than four-fifths of the students desired to enroll in a vocational training program upon completion of the Adult Basic Education program. Only 4 per cent of the participants said they did not desire to do so, while 10 per cent were undecided with regard to the matter.

The figures in Table XL reflect the students' attitudes with regard to moving to a surrounding state to seek better employment. Forty-five per cent of the participants reported that if they were qualified and a better job became available, they would be willing to move their family to the location of the job, even if it meant moving to a surrounding state. More than one-fifth of the students said they would be unwilling to do so, while 28 per cent were uncertain.

TABLE XXXIX

STUDENTS' RESPONSE TO THE QUESTION: "AFTER YOU FINISH THE ADULT BASIC EDUCATION PROGRAM, WOULD YOU LIKE TO ENROLL IN A TRAINING PROGRAM WHICH WOULD PROVIDE YOU WITH A SKILL THAT WOULD HELP YOU GET A JOB?"

	Number and Percentage in Each Response Category	
Students' Response	Number	Per Cent
Yes	4,014	82
No	194	4
Undecided	477	10
Non-respondents	227	5

TABLE XL

STUDENTS' RESPONSE TO THE QUESTION: "IF YOU WERE QUALIFIED AND A BETTER JOB BECAME AVAILABLE, WOULD YOU BE WILLING TO MOVE YOUR FAMILY TO THE LOCATION OF THIS JOB EVEN IF IT MEANT MOVING TO A SURROUNDING STATE?"

	Number and Percentage in Each Response Category	
Students' Response	Number	Per Cent
Yes	2,198	45
No	1,061	22
Uncertain	1,381	28
Non-respondents	272	6

Student Appraisal of Adult Basic Education Teachers, Learning Materials, and Guest Speakers

With regard to the quality of teaching in the Adult Basic Education programs, Table XLI shows that only one per cent of the students felt the quality of teaching to be poor. The great majority (90 per cent) of the students rated the quality of teaching from fair to excellent (7 per cent said fair, 30 per cent said good, 53 per cent said excellent).

TABLE XLI

STUDENTS' RATING OF THE QUALITY OF TEACHING IN THE ADULT BASIC EDUCATION PROGRAM

	Number and Percentage in Each Response Category	
Rating of Quality	Number	Per Cent
Excellent	2,619	53
Good	1,469	30
Fair	361	7
Poor	51	1
No opinion	199	4
Non-respondents	213	4

Table XLII shows the students' opinions relative to the degree to which they felt Adult Basic Education teachers understood their problems as adult learners. Almost three-fourths of the students felt the degree of teacher empathy was "very much," while 16 per cent felt the degree to be "some." Only three per cent said the teacher had "very little" understanding of their problems, while only one per cent, or 31 of the 4,912 students surveyed, felt the teachers had no understanding at all of their problems as adult students.

Only three per cent of the students expressed dissatisfaction with the textbooks, supplies, materials, and equipment used in the ABE institutional program. Thirty-two per cent of the students rated these items as "excellent"; 42 per cent rated them as "good"; and 16 per cent gave the items a rating of "fair." The complete breakdown of data appears in Table XLIII.

TABLE XLII

STUDENTS' OPINIONS AS TO THE DEGREE TO WHICH THE ADULT BASIC EDUCATION TEACHERS UNDERSTAND THE PROBLEMS OF ADULT STUDENTS

	Number and Percentage in Each Response Category	
Degree of Understanding	Number	Per Cent
Very much	3,545	72
Some	777	16
Very little	114	3
Not at all	31	1
No opinion	217	4
Non-respondents	228	5

TABLE XLIII

STUDENTS' OPINIONS OF THE TEXTBOOKS, SUPPLIES, MATERIALS, AND EQUIPMENT USED IN THE ABE PROGRAM

	Number and Percentage in Each Response Category	
Students' Opinions	Number	Per Cent
Excellent	1,595	32
Good	2,086	42
Fair	771	16
Poor	126	3
No opinion	109	2
Non-respondents	225	5

Table XLIV shows that most of the students who had guest speakers involved in the ABE programs were relatively satisfied with such resource personnel. Slightly more than one-fifth of the students said such persons had been of "very much" interest and help to them, while 27 per cent said such people had been of "some" interest and help. More than one-third of the students reported that guest speakers had not been involved in their programs.

TABLE XLIV

STUDENTS' OPINIONS OF THE USEFULNESS AND LEVEL OF INTEREST OF INFORMATION PROVIDED BY GUEST SPEAKERS

Students' Opinions	Number and Percentage in Each Response Category Number	 Per Cent
Very much	1,033	21
Some	1,331	27
Very little	355	7
None	243	5
We have had no guest speakers	1,683	34
Non-respondents	267	5

Reaching Other Undereducated Adults

Almost three-fourths of the participants in this study reported that they knew other people in their communities who could be helped through Adult Basic Education. As shown in Table XLV, 19 per cent reported that they did not know of such people. Table XLVI shows that more than 80 per cent of the students said that they would encourage other people to participate in ABE classes.

TABLE XLV

STUDENTS' RESPONSES TO THE QUESTION: "DO YOU KNOW OF OTHER PEOPLE IN YOUR COMMUNITY WHO COULD BE HELPED IF THEY WERE ENROLLED IN ABE PROGRAMS?"

Students' Responses	Number and Percentage in Each Response Category Number	 Per Cent
Yes	3,652	74
No	953	19
Non-respondents	307	6

TABLE XLVI

STUDENTS' RESPONSES TO THE QUESTION: "WOULD YOU ENCOURAGE OTHER PEOPLE TO ENROLL IN ABE CLASSES?"

	Number and Percentage in Each Response Category	
Students' Responses	Number	Per Cent
Yes	3,973	81
No	260	5
Uncertain	355	7
Non-respondents	324	6

When asked what could be done to involve more undereducated people in ABE programs, the most frequently mentioned response (40 per cent) was that people needed to be made more aware of the value of basic education. The second most frequently mentioned response was that more ABE centers should be established nearer where the people in need of such programs lived. The complete breakdown of the data with regard to this matter appears in Table XLVII.

TABLE XLVII

STUDENTS' OPINIONS AS TO WHAT COULD BE DONE IN ORDER FOR THE ABE PROGRAM TO REACH MORE PEOPLE

	Number and Percentage in Each Response Category	
Students' Opinions	Number	Per Cent
More ABE centers should be established nearer where people live	1,215	25
Child care services should be provided to students in the program	417	8

TABLE XLVII (CONT'D.)

Students' Opinions	Number and Percentage in Each Response Category	
	Number	Per Cent
ABE programs should advertise more	669	14
More People need to be aware of the value of the ABE program	1,989	40
Offer ABE classes at different hours	386	8
Non-respondents	236	5

III. SUMMARY OF THE CHAPTER

The first portion of Chapter II (pp. 9 - 25) was concerned with a description of the sample and personal background characteristics of the participants. Every county in West Virginia, except Wirt County, was represented by participants in this study. Of the fifty-five counties in West Virginia, 14 of them accounted for 62 per cent of the population surveyed. The county with the largest participant representation was Kanawha, while the county with the least number of participants was Pleasants.

Most of the participants in the study were between the ages of twenty-six and fifty-six. The largest single group of respondents were in the age category of thirty-six to forty-five years of age. Almost 40 per cent of the persons surveyed were under the age of thirty-six. Slightly more than two-thirds of the participants were males.

The great majority of the participants were from very rural backgrounds. Eighty-two per cent of the persons surveyed were raised in areas having a population of less than one thousand persons. More than one-half of the participants described the area in which they were raised as being a farm. Only six per cent of the participants were raised in areas with a population range of one thousand to 4,999 persons, while only seven per cent of 4,912 persons were raised in communities of five thousand or more persons.

Most of the participants came from very large families. Two-thirds of the students had five or more brothers and sisters. Almost one-half of the 4,912 persons had seven or more brothers and sisters. Only 29 per cent were reported as being raised in a family of fewer than six children (counting themselves). Only three per cent were reported as being "an only child."

The educational level of the participants' parents was very low. More than one-half of the students reported that their mother had less than a tenth grade education, while 49 per cent reported the same for their father. Only three per cent of the students reported that one or more of their parents had completed a high school education. Many students did not know the educational level of their parents. The great majority of the students reported that their father had earned his livelihood through some unskilled occupation. Most of the fathers of the participants were either farmers or miners.

Almost 40 per cent of the participants in this study owned their place of residence, while 45 per cent rented their home. Participants seemed to be relatively stable with regard to geographic mobility. Only one-fourth of the students were reported as having moved greater than a distance of twenty-five miles during the past decade. Most of the participants reported that they had always lived in West Virginia; however, 32 per cent had on occasion lived in other states for at least one year.

Most of the participants in the study had children. Sixty-three per cent had three or more children, 39 per cent had five or more, and more than one-fifth of the participants had seven or more children. Almost 70 per cent of the participants had at least one child enrolled in school, while 36 per cent had three or more children in school. More than one-fifth of the participants reported that at least one of their children had dropped out of school. Ten per cent reported that three or more of their children had quit school prior to high school graduation.

Seven out of eight of the participants in this study had been out of school for at least six years. More than 75 per cent had been out of school for more than a decade, while over half had terminated their formal education more than twenty years ago. Almost 40 per cent of the participants had less than a sixth grade education. Fourteen per cent had completed less than three years of school before quitting. Only about one-fifth of the approximately five thousand participants had completed more than nine years of school prior to terminating their education. The most frequently mentioned reason for participants quitting school was attributed to going to work. It was also determined that only 20 per cent of the respondents had spent any time in military service.

Only ten per cent of the 4,912 participants in this study were classified as being employed by business or industry. More than one-half of the participants were employed under the AFDCU program. Only 23 per cent of the students reported that they had been able to have steady employment for a period of ten years or longer. One-tenth of the participants reported that their longest period of steady employment was less than one year. Forty per cent of the students stated that the longest they had held a steady job had not exceeded four years.

For the most part, the participants' appraisal of their health and that of their family ranged from fair to good. Eighty-three per cent of the participants appraised their state of health as such, while 90 per cent gave a similar appraisal for the health of their family. With regard to the dental and medicinal attention they and their families were receiving, almost one-half of the participants reported the members of their family (including themselves) had made more than six visitations to a doctor and/or dentist during the past year. More than 25 per cent reported more than ten such visitations.

Section two of Chapter II (pp. 25 - 43) dealt with the students as participants in the Adult Basic Education program. It was determined that more than one-half of the students were enrolled under the Title V ABE program, while slightly less than 25 per cent were in the Title III program. Fourteen per cent of the participants were enrolled in the Title V high school program, while 3 per cent participated as members of the Neighborhood Youth Corps.

The two most frequently mentioned reasons for participants enrolling in Adult Basic Education classes were related to employment and acquisition of an education. Thirty-six per cent of the students said they enrolled "to get more education." The same percentage of students mentioned motivation for employment or better employment as the main reason for their participation in Adult Basic Education.

More than 30 per cent of the participants had been in Adult Basic Education classes six months or less. Almost half of the participants had been in the program for one year or less, while 59 per cent of the students had participated in the ABE program for a year and a half or less. Thirty-seven per cent had been in the program for longer than eighteen months. With regard to the number of grade levels the participants had advanced while in the ABE program, it was determined that 46 per cent of the students had advanced three or more levels since enrolling in the program. One-fifth of the students had progressed six or more levels. One-fourth of the students had advanced as many as three to five grade levels, while almost ten per cent reported nine to twelve grade levels of advancement.

The largest single group of students stated that their educational goal was to complete the requirements for a high school equivalency diploma. This goal was stated by 45 per cent of the participants. More than one-fifth of the students stated their educational goal was simply to learn to read and write more effectively. Twelve per cent of the students wanted to prepare to enter an educational program beyond the high school level, while 11 per cent wanted to raise their educational level to the eighth grade level.

More than two-fifths of the students reported that they had encountered no problems which interfered with their participation in the ABE program. Of those who had experienced difficulties, the most frequently mentioned problems were related to transportation to and from class, getting accustomed to going to school again, and home problems or sickness. With regard to the distance students had to travel in order to participate in the ABE program, almost 50 per cent of the students reported that the one-way mileage did not exceed five miles. Forty-six per cent reported the one-way mileage to be greater than five miles. Almost 30 per cent of the participants reported the distance traveled one way to be more than ten miles, while 10 per cent stated it to be more than twenty miles one way to the ABE center.

The majority of the students felt that all of their basic education courses had been equally beneficial to them. Twenty-three per cent specified Arithmetic-Math as the most helpful subject, while 14 per cent mentioned Reading-English as such. The great majority of the students felt the skills and knowledges learned through ABE had applicability to their daily life. The students felt that the ABE program had helped them to become better citizens, made them more self-confident in their abilities, and made them more aware of the value of education both for themselves and for their children. The participants felt that their progress in ABE had been worth the efforts required of them.

More than 90 per cent of the participants felt that ABE programs should be continued. Sixty-two per cent of the students said they desired to spend more hours per week in ABE classes, while the same percentage said they were interested in enrolling in night school after receiving their G.E.D., so that they might qualify for a regular high school diploma. More than 80 per cent of the participants said they would like to enroll in a vocational training program after completing ABE. Forty-five per cent of the students reported that if they were qualified and a better job became available, they would be willing to move to the job location even if it meant moving to a surrounding state. Slightly more than one-fifth of the students were not willing to do so, while 28 per cent were undecided.

The great majority of the students rated the quality of instruction in the ABE program from good to excellent, and they felt that the degree of teachers' understanding of their problems as adult students ranged from some to very much. Only 4 per cent of the students said the teachers had very little or no understanding of their problems. The majority of the students also rated the quality of texts, supplies, materials, etc. used in the ABE program favorably. Of the students who were exposed to guest speakers and resource personnel in their classes, the majority reported such persons as helpful.

Almost three-fourths of the participants reported that they knew other people in their community who could be helped by ABE. Eighty-one per cent of the students said they would encourage these people to participate in ABE classes. The most frequently mentioned means for recruiting more participants in ABE programs were (1) make more people aware of the value of the program, and (2) establish centers nearer the people who need basic education programs.

CHAPTER III

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

I. SUMMARY

The purpose of this investigation was to survey the Adult Basic Education student population in West Virginia in order to secure data relative to their backgrounds, characteristics, and aspirations and to secure some of their attitudes toward the ABE program. The data were collected by means of questionnaires administered to 4,912 ABE students throughout the state.

II. CONCLUSIONS

Based on the findings of this investigation, the following conclusions were made:

1. The findings with regard to the age of the participants revealed that the great majority of the persons in this study had a minimum of twenty to thirty potentially economically productive years ahead of them before reaching the normally accepted retirement age of sixty-five. It was also concluded that most of these participants were presently employed in public assistance type programs. It was realistic to assume that if these persons were provided with a basic education, perhaps coupled with occupational training, their chances of achieving employment success in their future lives would be greatly enhanced. It would seem that the benefits derived from making these persons economically independent would easily more than cover the expenditures required to provide the education and training requisite to these persons becoming self-sufficient--they would become wage earners, they would no longer be on government subsidy roles, and they would become tax payers instead of tax users, and, in time, repay the cost of their education and training. In light of the fact that (a) more than two-thirds of the participants in this study were males, and (b) males usually are expected to provide for the economic needs of the family, it seemed to be even more imperative

that these persons be provided with basic education and occupational training programs which would enable them to secure the minimum educational competencies and skills required for gainful employment. It was concluded that the expenditures incurred by such programs could easily be justified in terms of simple economic benefits derived, not to mention the equally desirable and beneficial social outcomes of such an investment.

2. A syndrome of geographical, sociological, psychological, and financial reasons caused participants to originally drop out of school and terminate their formal education. The fact that the overwhelming majority of participants were raised in very rural settings probably caused educational opportunities to be rather limited or at least not easily accessible. The fact that many of the participants were raised in very rural areas and in large families probably dictated that much of their time be used to help maintain farms and/or in some manner contribute to the economic livelihood of their family. The fact that most of the participants' parents were undereducated probably had a psychological impact on the value or emphasis many of them placed on education. It was also suspected that what education the participants were exposed to had little relevance or applicability to daily lives of many of them. The reason which participants most frequently mentioned for quitting school was to go to work. Other findings of the study attest to the fact that the families in which the participants were raised probably suffered economically. The fact that the families were large, the parents were undereducated, and the fathers of the participants were unskilled and earned a living in unskilled occupations all contributed to their financial plight. No doubt, all of the aforementioned reasons affected the opportunity, interest, and aspirations the participants had for acquiring an education.

3. For various reasons, most of the undereducated adults who participated in this study had been in the past either unwilling or unable to relocate in other areas. One might suspect that undereducated, unemployed or underemployed persons living in an area where there existed a large surplus of unskilled manpower (such as in many areas of West Virginia) would have to relocate in areas which could provide more opportunities for employment; however, even though the overwhelming majority of participants had little employment success during their lives and were presently unemployed or employed on public assistance type programs (such as AFDCU), the population studied had remained relatively stable in terms of geographic mobility. Speculation as to why these persons had not relocated more so than was the case could center around many sociological, psychological, and financial reasons. One is driven to the conclusion that the large size of their families, their lack of economic stability and education,

coupled with a lack of self-confidence, all probably had a negative effect on their degree of mobility; however, there was some indication that the participants were becoming more receptive to the possibility of relocating as indicated by the fact that 45 per cent reported that if a better job became available and they were qualified, they would be willing to move to the location of the job even if it were out of state. Nearly 30 per cent said they were uncertain with regard to such a possibility, while more than one-fifth flatly said that they would not be willing to make such a move.

4. The ABE participants in this study were in sociological and economic patterns which were similar to those of their parents. A comparison of the participants and their parents revealed that both groups were school dropouts from rural areas and both were undereducated, economically depressed persons with large families. Although the families of the parents tended to be larger than the families of the participants at the time this study was made, it should be remembered that the age of the ABE population was such that an increase in the size of the family was very possible.

5. There was much reason for concern over the number of participants who reported that one or more of their children had already dropped out of school. More than 25 per cent of the participants reported this as such. This issue becomes even more critical when it is considered that almost 70 per cent of the participants reported having at least one child still in school. It was reasonable to assume that as the years progress, some of these children may, too, join the ranks of the dropouts. It was a conclusion of this study that the poverty--educational failure--poverty cycle of the participants' parents had been passed down to the participants themselves, and, as shown by the data just cited, was now being passed down to many of the participants' children.

6. Prior to entering the ABE program, the participants represented in this study suffered from very severe educational handicaps. Nearly three-fourths of the group had terminated their education prior to completing the ninth grade. Thirty-eight per cent had quit school prior to completing the sixth grade. More than one-half of the respondents had been out of school longer than twenty years, while almost four-fifths had terminated their education more than ten years ago. It was speculated that their low levels of education was probably one of the reasons why (a) 75 per cent of the participants had never served in the military service; (b) only 10 per cent were presently employed by private enterprise; and (c) only 23 per cent had been able to hold a steady job for a period of ten years or longer.

7. The main reasons for the participants enrolling in the ABE program were primarily related to education and employment. Thirty-six

per cent reported that they were participating in ABE in order to either get a job or get a better job. An equal number of participants stated their main reason for participating in the program was simply to acquire more education. Slightly more than one-fifth of the participants stated they enrolled for "some other reason."

8. Nearly all of the participants had made considerable educational advances since enrolling in the ABE program. Thirty-two per cent reported advancing as many as two educational levels, while 26 per cent had advanced from three to five levels, and one-fifth had advanced from six to twelve levels. These advances were even more significant when one considers that about one-half of the participants had been in the program for twelve months or less.

9. The main educational goals of the students enrolled in the ABE program were to (a) obtain a high school equivalency diploma (G.E.D.), and (b) simply to learn to read and write more effectively. Twelve per cent reported that their educational goal was to enter an educational program beyond the high school level. There was considerable interest among the participants for enrolling in additional programs after completing their basic education. More than 60 per cent expressed an interest in enrolling in night school to acquire a regular high school diploma, while 82 per cent reported that they would like to enter a vocational training program to learn a skill and prepare for employment.

10. The largest single group of students had encountered no problem affecting their participation in the ABE program. The problems most frequently encountered by those who had experienced difficulties were (a) lack of transportation to and from class (15 per cent), (b) getting accustomed to going to school again (15 per cent), (c) domestic problems and sickness (14 per cent), and (d) lack of time to attend class. It was concluded that the distance many participants had to travel in order to attend class was excessive and thus prompted some students to report that lack of transportation to and from class and lack of time to attend class as their major problem to overcome. Almost 30 per cent of the participants had to travel a round trip of more than 20 miles in order to attend ABE classes, while 10 per cent had to travel a round trip of more than 40 miles in order to participate in the program. Due to their economic status, no doubt many of the ABE students must depend on others to provide them with transportation. In all likelihood, many of those with their own automobiles or trucks find them to be something less than dependable. While transportation to and from the centers now poses a problem for many ABE students, there is no way of determining the number of persons who are prohibited from participation because of a lack of dependable transportation. Another factor which merits some

consideration is that there is no way of determining the number of people who were prohibited from participating in the program because of excessive travel distance.

11. The findings with regard to this study indicated that the ABE program was looked upon with much favor by the ABE participants. The participants expressed a desire to spend more hours per week in ABE classes and strongly supported continuation of the program. The participants felt that the skills and knowledges gained through ABE courses had been of much benefit to them and had applicability and usefulness in their daily lives. The majority of participants felt that all of the courses had been of equal benefit, while a smaller number of students specifically mentioned arithmetic and reading as the two most helpful courses. Students felt that their participation in the ABE program had (a) helped them to gain confidence in themselves and their ability to learn, (b) helped them to become better citizens, and (c) made them more aware of the value of education and the importance of their acquiring more of it. The overwhelming majority of the students felt that the benefits they had derived and the progress they had made in the ABE program had been worth the effort required of them.

12. The quality of teaching in the Adult Basic Education program was perceived by the participants to be very acceptable. The great majority of the students rated the quality of teaching either good or excellent. The students also felt the teachers had empathy with their problems as adult students. The quality of textbooks, materials, supplies, and equipment was looked upon with equal favor.

13. Most ABE students knew other persons (relatives and/or associates) who could benefit from participation in ABE programs. The students were of the opinion that these persons should be reached and enrolled in the program. The students felt that the main way the ABE program could involve more people would be to make people more aware of its value and more aware of opportunities for participating in it. The second most frequently mentioned suggestion for reaching more persons was to establish more ABE centers nearer to the people who should participate in the program.

III. RECOMMENDATIONS

A major justification for this investigation was to secure data which might lead to the development of a more effective program of Adult Basic Education. The following recommendations were recorded for that purpose:

1. An increased number of Adult Basic Education centers and programs should be established throughout the state. These programs should be established at locations which will necessitate a minimum commuting time for the participants and which will enable a larger number of the 293,814 undereducated adults in West Virginia to be involved in the program.

2. Every effort should be made to recruit more persons in need of basic education to participate. It is recommended that a stepped-up program of promotion of ABE be initiated at once. All available media (radio, television, newspapers, billboards, etc.) should be utilized. Businesses and industries should be contacted and asked to partially finance the expense of more costly promotional devices such as television film clips. It is recommended that brochures and pamphlets be developed and distributed on a wide scale so as to inform the public of the problem and to gain their support. It is recommended that local television stations be contacted relative to the possibility of producing a special documentary film on adult illiteracy in West Virginia. It is recommended the ABE teachers encourage their students to recruit fellow undereducated adults who they may know to become participants in the ABE program. It is also recommended that a number of persons be employed as recruiters. These persons should have as their full-time job the recruitment of potential students into Adult Basic Education programs.

3. It is recommended that ABE teachers involve more guest speakers and resource persons from the community in their programs. More than one-third of the students in this study reported that no guest speakers had participated in their ABE programs. Involvement of resource personnel, particularly local ones, would seem to have two very desirable results: (a) it would enhance the level of instruction in the ABE program and keep both the teacher and students informed of the services and opportunities available through other agencies, organizations, or individuals; and (b) it would do much to secure the interest and support of key persons in the community, area, and state.

4. Due to the transportation problems encountered by many of the presently enrolled students, and in light of the large number of persons who should be involved in the program but are not, it is recommended that where possible and where necessary, transportation to and from Adult Basic Education centers be provided.

5. It is recommended that a combination of night high schools or summer high schools be initiated to make available more opportunities for acquiring regular high school diplomas. Most school buildings are completely empty after four o'clock in the afternoon and could be utilized for such purposes, but it seems that utilizing schools in the summer for such purposes would be even more desirable. Most

schools are either completely closed or only partially operational during the summer months, and would afford an excellent opportunity to bring in undereducated adults to participate in either a full-time or part-time educational program. Another major advantage of utilizing schools for such purposes during the summer months would be the large number of teachers, teachers' aides, counselors, bus drivers, and other school personnel who would be available for employment in summer programs for educationally deficient adults.

6. It is recommended that vocational training programs be provided concurrently with ABE programs. The overwhelming majority of the 4,912 participants in this study indicated a desire for such programs. While ABE enhances the possibilities of the participants becoming more employable, training in some skill area would greater enhance this possibility. The ultimate goal of ABE is not only to raise substantially the educational level of the participants, but it is also to increase their opportunity for more productive and profitable employment. It would seem that occupational training would be requisite to fulfilling this objective.

7. Providing basic education and occupational training is an oversimplification of the solution necessary to meet the needs of undereducated, unemployed, or underemployed adults. A set of concerted services directed at meeting the educational, occupational, sociological, and psychological needs of undereducated adults must be developed if such programs are to experience a high degree of success. Recruiters, counselors, social workers, and placement personnel should be made available to supplement the efforts of instructional personnel in meeting students' needs. With these services, a system of diagnosis and treatment of individual learning difficulties could be developed.

The offering of a concerted set of programs and services would be difficult utilizing only the present approach to Adult Basic Education in West Virginia. It would seem that the establishment of adult learning centers would greatly supplement existing ABE programs and at the same time would provide opportunities for adults to participate in truly comprehensive programs. It is recommended that consideration be given to the establishment of comprehensive learning centers to provide all adults--educated, undereducated, school dropouts, etc.--with programs of basic education, adult education, and occupational education and with the aforementioned concerted services. If established, these centers should be made available in such areas of the state so as to make them readily accessible to the total adult population.

The establishment of comprehensive adult learning centers which could operate on a continuous, year-round basis would constitute a major step forward toward the development of adequate provisions for adult and continuing education in West Virginia.

8. The data in this study indicated that many participants were unwilling to locate in other areas. Every effort should be made to encourage these people to relocate in areas with better employment climates. If the participants acquire a basic education and perhaps even occupational training and then remain in areas which have few opportunities for gainful employment, then very little will have been accomplished toward alleviating their plight. These persons must be conditioned to be willing to break with traditional patterns and to relocate in order to obtain employment and improve the lot of their families and themselves. Of course, it is of major importance that these persons first be provided with (a) a basic education; (b) training in some salable skill; (c) consumer education and orientation towards self-sufficiency; and (d) confidence in themselves and in their ability to succeed in a world where they have experienced very little success.

9. It is recommended that Adult Basic Education teacher education programs be established in one or more of the state's institutions of higher education. Presently, no such programs exist in West Virginia. If Adult Basic Education is expanded in accordance with the recommendations of this study, then it is important that there be a supply of adequately prepared teachers and supervisors. Present personnel already in service also need the benefits of ABE teacher education courses and programs to improve their teaching competencies and to better understand the sociology and psychology of the persons they are attempting to serve. Not only is it undesirable, but it is also unrealistic to assume that West Virginia can effectively help almost 300,000 undereducated adults without professionally prepared personnel to do so. If the federal government and the state government are to continue or increase their commitment to helping undereducated adults overcome their deficiencies, then it would make little sense to expand programs, provide transportation, provide improved equipment, materials, and services, and not to provide for the preparation of personnel to man these programs. The need for ABE teacher education programs is a fundamental one.

10. Finally, it is recommended that additional research be conducted on Adult Basic Education students. While this study provided some data about the characteristics and attitudes of such students, there is a need for much more information relative to the sociology and psychology of undereducated adults. It is also recommended that systematic and periodic statewide follow-up studies of ABE students be conducted so as to determine the impact of the programs on these people's lives and to determine means to improve these programs.

APPENDICES

APPENDIX A

QUESTIONNAIRE

A SURVEY OF SELECTED CHARACTERISTICS OF ADULT BASIC EDUCATION STUDENTS AND THEIR ATTITUDES AND OPINIONS TOWARD THE ADULT BASIC EDUCATION PROGRAM IN WEST VIRGINIA

1. What is your age bracket?
   (a) 18-25 (b) 26-35 (c) 36-45 (d) 46-55 (e) 56 or older

2. What is your sex? (a) Male (b) Female

3. Which best describes where you were raised? (a) Farm (b) Small town (under 1,000) (c) Large town (1,000 - 4,999) (d) City (5,000 or over)

4. How many years of public school education did your father have?
   (a) 0-4 (b) 5-9 (c) 10-12 (d) high school graduate or beyond
   (e) don t know

5. How many years of public school education did your mother have?
   (a) 0-4 (b) 5-9 (c) 10-12 (d) high school graduate or beyond
   (e) don't know

6. Which best describes the kind of work your father did?
   (a) Mining (b) Farming (c) Lumbering (d) Day labor (e) Other

7. How many brothers and sisters do you have? (Count living and dead)
   (a) None (b) 1-2 (c) 3-4 (d) 5-6 (e) 7 or more

8. Do you: (a) Own your home (b) Rent (c) Live with relatives
   (d) Have some other type of living set-up

9. During the past ten years, how many times have you changed your residence by moving more than 25 miles (don't count the times you moved during military service)?
   (a) 1-2 (b) 3 times (c) 4 times (d) 5 or more times (e) None

10. How many children have you raised in your family?
    (a) None (b) 1-2 (c) 3-4 (d) 5-6 (e) 7 or more

11. How many of your children are presently enrolled in public schools?
    (a) None (b) 1-2 (c) 3-4 (d) 5 or more (e) I have no children

12. How many of your children have graduated from high school?
    (a) None (b) 1-2 (c) 3-4 (d) 5 or more (e) I have no children

13. How many of your children have quit or dropped out of school before they graduated from high school?
    (a) None (b) 1-2 (c) 3-4 (d) 5 or more (e) I have no children

14. What grade were you in when you quit going to public schools?
    (a) 0-3rd (b) 4th-6th (c) 7th-9th (d) 10th-12th
    (e) I graduated from high school

15. How many years has it been since you went to public schools?
    (a) 0-5 (b) 6-10 (c) 11-15 (d) 16-20 (e) Over 20

16. If you dropped out of school before graduation, what was your main reason for doing so? (High school graduates check letter (e).)
    (a) Had to quit school to go to work
    (b) My parents didn't realize the value of education
    (c) Could not get along with my teachers and principals
    (d) Lost interest in school
    (e) Some other reason

17. How many years have you spent in the military service?
    (a) None (b) 1 (c) 2 (d) 3 (e) 4 or more

18. How long have you lived in states other than West Virginia? (Do not count the time which you were in military service.)
    (a) Always lived in West Virginia (b) 1-3 years (c) 4-6 years
    (d) 7 or more years

19. What best describes your present employment status?
    (a) ADCU Worker
    (b) Housewife
    (c) Employed by business or industry
    (d) Unemployed
    (e) Other (For example: retired, disabled, NYC, etc.)

20. What has been the longest period of time that you have held a steady job?
    (a) Did not work steady because I was a housewife
    (b) Less than one year
    (c) 1 to 4 years
    (d) 5 to 9 years
    (e) 10 years or longer

21. How would you describe your general state of health?
    (a) Good (b) Fair (c) Poor

22. How would you describe the general state of health of your family?
    (a) Good (b) Fair (c) Poor

23. How many times have you or members of your family been to the doctor and/or dentist during the past year?
    (a) None (b) 1-5 times (c) 6-10 times (d) 11-15 times (e) Over 15 times

24. In what type of ABE class are you enrolled?
    (a) Title V ABE (b) Title V High School (c) Title III ABE (d) NYC

25. How did you mainly learn about ABE classes?
    (a) Newspaper (b) Radio or TV (c) Teacher or ABE student (d) friend
    (e) Some other way - (Counselor - directed to enroll)

26. What is the main reason why you enrolled in ABE?
    (a) To help me get a job
    (b) To help me get a better job
    (c) To get more education
    (d) For my own enjoyment
    (e) Some other reason (Counselor - directed to enroll)

27. How many months have you been in ABE classes?
(a) 0-3 (b) 4-6 (c) 7-12 (d) 13-18 (e) Over 18

28. How many grade levels have you moved through since enrolling in ABE?
(a) 0-2 (b) 3-5 (c) 6-8 (d) 9-12 (e) Don't know

29. Which best describes your educational goal?
(a) Learn to read and write better
(b) To raise my education level to the 8th grade
(c) To get a high school equivalency GED diploma
(d) To enter an educational program beyond the high school level
(e) Other

30. How many miles is it from your home to the ABE center?
(a) 2 miles or less (b) 3-5 (c) 6-10 (d) 11-20 (e) Over 20

31. What has been the hardest problem for you to overcome since you enrolled in ABE?
(a) Lack of transportation to and from class
(b) Lack of time to go to class
(c) Home problems or sickness
(d) Getting used to going to school again
(e) No problems

32. Which one of the following subjects do you feel has helped you the most?
(a) Reading-English (b) Social Studies (c) Science (d) Arithmetic-Math
(e) They all have been of the same amount of help

33. How much has the ABE program helped you to become a better citizen? (Example: More active in the church and community, more interested in schools and voting, etc.)
(a) Very much (b) Some (c) Very little (d) None

34. Has ABE made you more sure of yourself and helped you to gain confidence in your ability to learn?
(a) Yes (b) No (c) Uncertain

35. Since you have been in ABE classes are you now more aware of the value and importance of more education?
(a) Yes (b) No (c) Uncertain

36. My experience in ABE has made me better understand the importance of education for my children.
(a) Yes (b) No (c) Undecided (d) I have no children

37. How much have you been able to use your new skills and knowledge learned in ABE classes in your daily life?
(a) Very much (b) Some (c) Very little (d) None

38. Do you feel the progress you have made in ABE has been worth the effort put forth?
(a) Yes (b) No (c) Undecided

39. Would you like to spend more hours of the week in ABE classes?
(a) Yes (b) No (c) Undecided

40. If you receive your GED diploma would you be interested in enrolling in night school in order to get a regular high school diploma?
(a) Yes (b) No (c) Undecided

41. After you finish the ABE program would you like to enroll in a training program which would provide you with a skill that would help you get a job?
    (a) Yes (b) No (c) Undecided

42. If you were qualified and a better job became available, would you be willing to move your family to the location of this job even if it meant moving to a surrounding state?
    (a) Yes (b) No (c) Uncertain

43. On the whole, how would you rate the quality of teaching in the ABE program?
    (a) Excellent (b) Good (c) Fair (d) Poor (e) No opinion

44. How well do you think the ABE teachers understand your problems as an adult student?
    (a) Very much (b) Some (c) Very little (d) Not at all (e) No opinion

45. How do you rate the text books, supplies, materials, and equipment used in the ABE program?
    (a) Excellent (b) Good (c) Fair (d) Poor (e) No opinion

46. How much help have guest speakers been in giving you information in which you were interested?
    (a) Very much (b) Some (c) Very little (d) None
    (e) We have had no guest speakers

47. Do you know of other people in your community who could be helped if they were enrolled in ABE programs?
    (a) Yes (b) No

48. Would you encourage these people to enroll in ABE classes?
    (a) Yes (b) No (c) Uncertain

49. How can the ABE program reach more people? (Select only one answer.)
    (a) More ABE Centers should be established nearer where people live
    (b) Child care services should be provided to students in the program
    (c) ABE programs should be advertised more
    (d) More people need to be aware of the value of the ABE program
    (e) Offer ABE classes at different hours

50. Do you feel that the ABE program should be continued?
    (a) Yes (b) No (c) Undecided

ESSAY

51. What do you like best about the ABE program?

52. What do you dislike most about the ABE program?

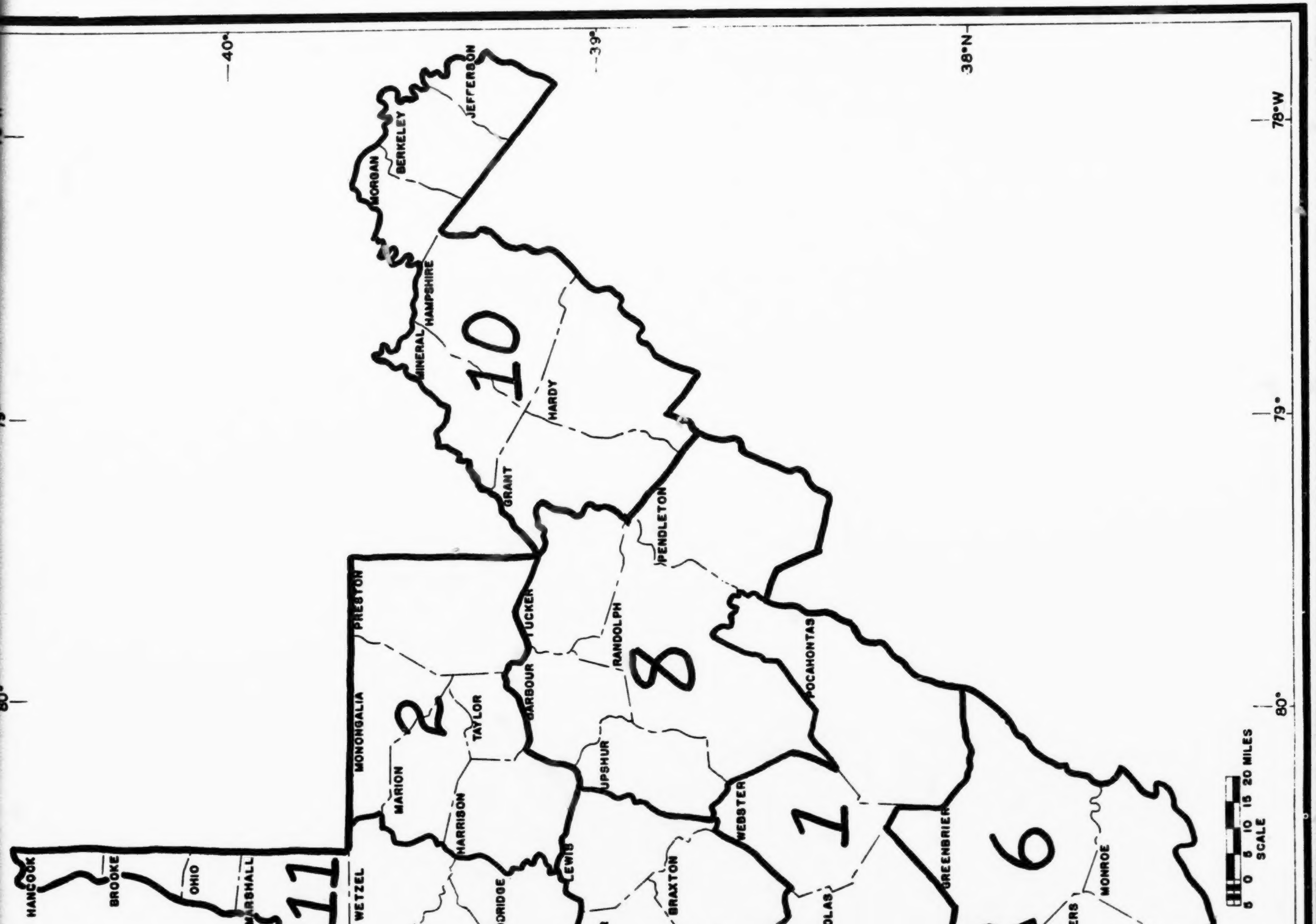
53. How do you feel the ABE program can be improved?

54. OTHER COMMENTS -

Developed cooperatively by the supervisory staff of the ABE program and the West Virginia Research Coordinating Unit for Vocational Education.

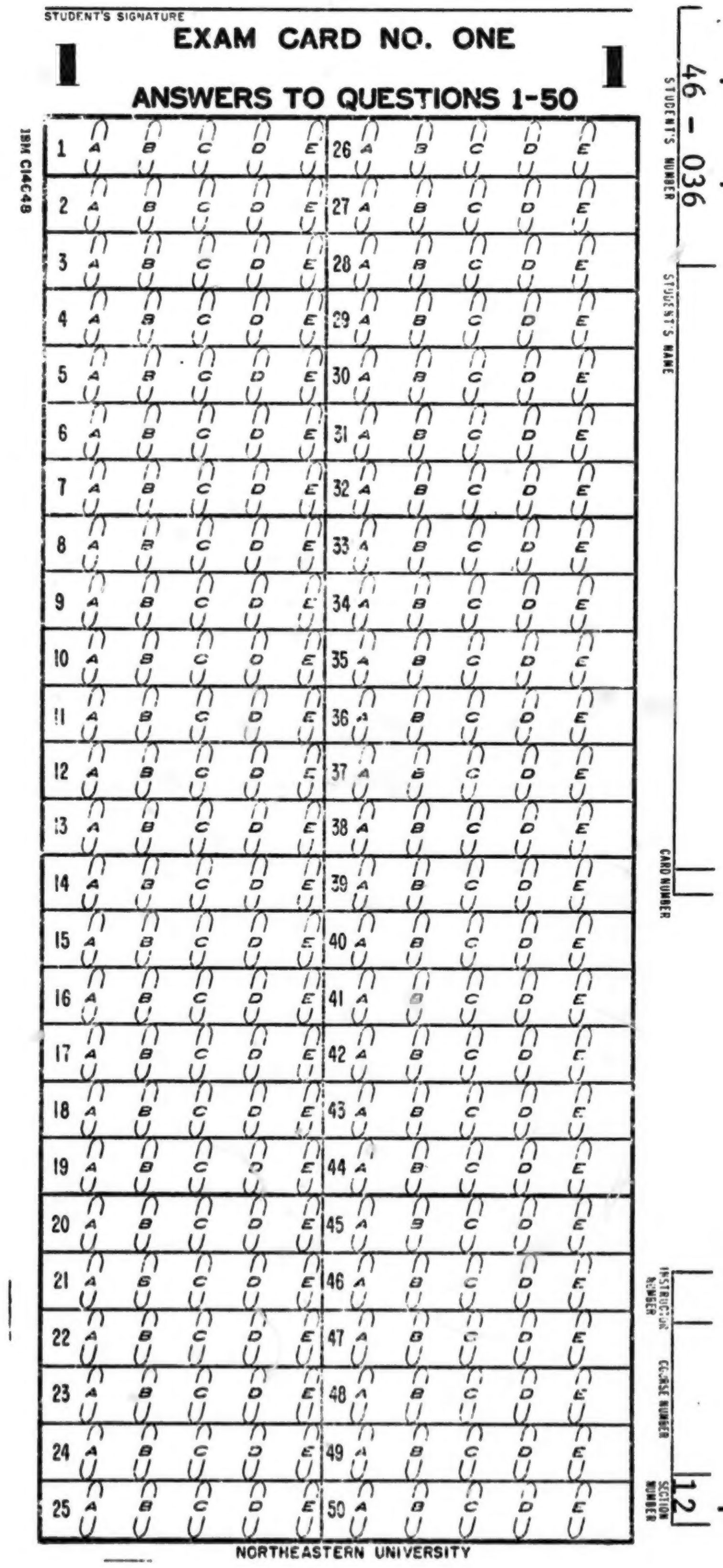
APPENDIX B

MAP SHOWING THE FOURTEEN ADULT BASIC EDUCATION SUPERVISORY AREAS IN WEST VIRGINIA


40°
39°
38°N
78°W
79°
80°
81°
82°
HANCOCK
BROOKE
OHIO
MARSHALL
WETZEL
TYLER
PLEASANTS
WOOD
WIRT
JACKSON
MASON
CABELL
WAYNE
LINCOLN
PUTNAM
KANAWHA
ROANE
CALHOUN
RITCHIE
DODDRIDGE
GILMER
BRAXTON
CLAY
LEWIS
HARRISON
MARION
MONONGALIA
PRESTON
TAYLOR
BARBOUR
UPSHUR
TUCKER
RANDOLPH
WEBSTER
NICHOLAS
FAYETTE
RALEIGH
BOONE
LOGAN
MINGO
WYOMING
McDOWELL
MERCER
SUMMERS
MONROE
GREENBRIER
POCAHONTAS
PENDLETON
GRANT
HARDY
MINERAL
HAMPSHIRE
MORGAN
BERKELEY
JEFFERSON
1
2
3
4
5
6
7
8
9
10
11
12
13
14
5 0 5 10 15 20 MILES
SCALE

APPENDIX C

IBM ANSWER CARD



STUDENT'S SIGNATURE

EXAM CARD NO. ONE

ANSWERS TO QUESTIONS 1-50

IBM C14C48

1	A	B	C	D	E	26	A	B	C	D	E
2	A	B	C	D	E	27	A	B	C	D	E
3	A	B	C	D	E	28	A	B	C	D	E
4	A	B	C	D	E	29	A	B	C	D	E
5	A	B	C	D	E	30	A	B	C	D	E
6	A	B	C	D	E	31	A	B	C	D	E
7	A	B	C	D	E	32	A	B	C	D	E
8	A	B	C	D	E	33	A	B	C	D	E
9	A	B	C	D	E	34	A	B	C	D	E
10	A	B	C	D	E	35	A	B	C	D	E
11	A	B	C	D	E	36	A	B	C	D	E
12	A	B	C	D	E	37	A	B	C	D	E
13	A	B	C	D	E	38	A	B	C	D	E
14	A	B	C	D	E	39	A	B	C	D	E
15	A	B	C	D	E	40	A	B	C	D	E
16	A	B	C	D	E	41	A	B	C	D	E
17	A	B	C	D	E	42	A	B	C	D	E
18	A	B	C	D	E	43	A	B	C	D	E
19	A	B	C	D	E	44	A	B	C	D	E
20	A	B	C	D	E	45	A	B	C	D	E
21	A	B	C	D	E	46	A	B	C	D	E
22	A	B	C	D	E	47	A	B	C	D	E
23	A	B	C	D	E	48	A	B	C	D	E
24	A	B	C	D	E	49	A	B	C	D	E
25	A	B	C	D	E	50	A	B	C	D	E

NORTHEASTERN UNIVERSITY

STUDENT'S NUMBER 46 - 036

STUDENT'S NAME

CARD NUMBER

INSTRUCTOR NUMBER

COURSE NUMBER

SECTION NUMBER 12

46 --- County Code

036 --- Individual Code

12 --- Supervisory Area Code

APPENDIX D

INSTRUCTIONS FOR ADMINISTERING THE QUESTIONNAIRE

I. ABOUT THE STUDY

The purpose of this study is to identify some selected characteristics of the Adult Basic Education student population in West Virginia and to secure data which will be of assistance in evaluation of the program. The total Adult Basic Education student population, approximately 10,000 persons, will be involved in this study. The answer cards used in this survey will be processed by the computer center at Marshall University. Since IBM answer cards are being used, special attention should be given to the handling and marking of these cards (See section IV: USING THE ANSWER CARD). Please stress to the students completing the questionnaire that: (1) this is not a test, (2) this is not something on which they will be graded, (3) there are no correct or incorrect answers, and (4) the use of the computer will insure that no individual will be identified in the study.

II. ABOUT THE QUESTIONNAIRE

The questionnaire you are about to administer has been carefully planned and subjected to a trial run in an attempt to identify and eliminate as many problems and questions associated with the instrument as possible. However, as you are probably aware, it is nearly impossible to identify and eliminate all of the "bugs," so you, too, will probably experience some problems as to th meaning or interpretation of some questions: (See section V: QUESTIONNAIRE INTERPRETATION). With your careful attention and supervision valid results can be obtained from each student surveyed, hopefully the enclosed guide (See section III) will assist you in administering the questionnaire in most expeditious manner. Thank you for your time and assistance in the matter.

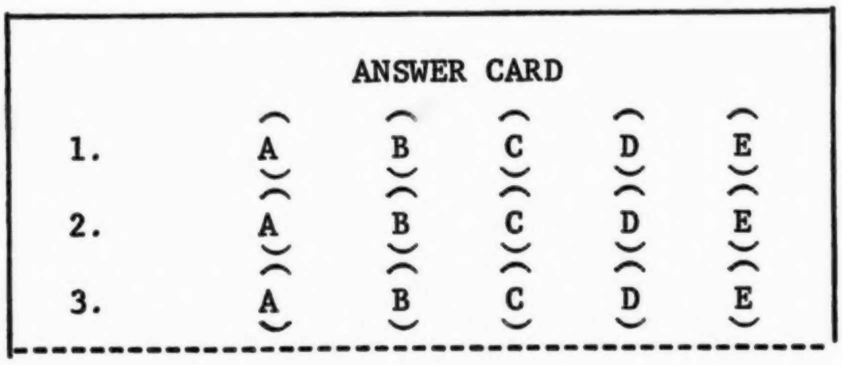
III. SUGGESTED PROCEDURAL GUIDE

1. Give a brief overview of the study. Include the points mentioned in the section entitled "About the Study."

2. Explain that answers to questions are to be recorded on an answer card (hold up) with a special pencil (hold up). Caution students not to make any marks on the cards other than those which indicate their answers. Also, tell students not to bend, fold, or spindle these cards. Explain that the questionnaire (hold up) will be used over again by another class and that care should be taken not to mark on them or in any way make the questionnaires unusable again.

3. Give each student:
   (a) an electrographic pencil
   (b) an answer card (retain those not needed and return to supervisor.)
   (c) a sheet of plain paper which will be used to answer essay type questions (numbers 51, 52, 53, and 54 on the questionnaire are essay).

4. Draw a portion of the answer card on the chalk board as seen below.



5. Write the following sample questions on the board:

   1. How many days are in one full week?
      (a) 1 (b) 3 (c) 7 (d) 4 (e) 8
   2. Chicago is the name of a _ _ _ _
      (a) city (b) state (c) county (d) none of these (e) all of these
   3. Which best describes the state of West Virginia?
      (a) the flat state (b) the desert state (c) the wet state
      (d) the mountain state (e) the level state

6. Using the answer card drawn on the board, explain how the answers to each of the sample questions would be selected and the corresponding letter marked on the answer card.

7. Instruct students to use the following procedure:

   (a) Read the question carefully and slowly. (If help is needed, raise hand and ask teacher.)
   (b) Read ALL of the possible answers to the question first, then
   (c) Select the letter corresponding to what the student feels is the best or more accurate answer and mark the answer card.

8. Have the students do question number one ONLY, then stop. At this time the teacher should check each student's card to see if it has been marked in the proper manner.

9. Explain that the special answer cards will be used only for the first fifty questions and that the answers to questions 51, 52, 53, and 54 (have students refer to these questions) will be recorded on the plain paper provided. Remind students to indicate the number of the essay question they are answering to the left of their answer.

10. Refer to section IV: USING THE ANSWER CARD and explain each of the five points to the students. Refer to section V: QUESTION INTERPRETATION and explain the meanings of these questions.

11. If all is in order, instruct the students to begin marking their cards. Remind them to take all of the time they need to do so.

12. It is most important that you monitor the class while the questionnaire is being completed. Make yourself available to answer questions and give interpretations (when needed, refer to section V: QUESTIONNAIRE INTERPRETATIONS). Walk around the room spot checking for errors. After a student completes the answer card, check it for poor erasures, unanswered questions, bent or mutilated cards, etc.; do this prior to collecting the cards. By checking the cards before they are all collected the students can be identified with their cards and needed changes can be made; however, if the cards are all collected, then checked, there will be no way of knowing who did what wrong. This would make it impossible to correct errors.

13. Collect answer cards (have they all been spot checked?) and place a rubber band around them. Caution do not use a rubber band which is too tight as it will bend or cut the cards. Collect the essay sheets of paper, the questionnaires and electrographic pencils. The supervisor will return these items in a few days.

14. Thank you for your assistance.

IV. USING THE ANSWER CARD

TEACHER: PLEASE EXPLAIN THE FOLLOWING TO THE STUDENTS:

1. DO NOT BEND, FOLD, OR SPINDLE THE ANSWER CARD. The answer cards will be processed by a computer. Damaged cards cannot be used. If a card is damaged, please supply the student with a second card.

2. USE ONLY THE SPECIAL PENCILS PROVIDED.

3. MARK ONLY IN THE SLOTS PROVIDED FOR SELECTING AN ANSWER. The cards will be marked with electrographic pencils. Any mark made on the card will be "read" and punched by the computer. The only marks that should appear on the cards are those in the eliptical slots indicating a person's selection of an A, B, C, D, or E answer. Erasures from time to time will probably be necessary; if so, make sure that the marks are erased fully. (Ordinary pencil erasers may be used for such purposes).

4. MARK ONLY ONE ANSWER FOR EACH QUESTION. In some cases it may be difficult for a student to mark only one answer; however, this must be done in order for the card to be computer processed. The computer will reject any card which has more than one answer marked for a question. Tell students to select the best answer, or the most important reason, or the main reason or, in short, the answer which is most appropriate for them. This may be difficult, but it is necessary.

5. ANSWER EVERY QUESTION. Encourage students to answer all fifty questions. There should be an answer category applicable for every person completing the questionnaire; however, if a student CANNOT find a suitable answer category, then there is no other recourse other than to skip the question. (Note· If a question is skipped a very common error can be made. Many times a student will, for example, skip question 16, leave #16 blank on the answer card, and go on to question #17; but when he records his answer for question #17, he puts it in the blank space on the answer card alloted for #16.)

V. QUESTIONNAIRE INTERPRETATION

TEACHER: PLEASE EXPLAIN EACH OF THE FOLLOWING TO THE STUDENTS:

Question Number

3. A student may have been raised at one time or another in each of these types of areas, but he should choose the one where he spent most of his time being raised. The term "Farm" would be a very rural setting with only a few families living in the area.

6. What type of work did the father do for most of his life.

7. Include both living and dead. Include stepbrothers, stepsisters if they were raised under the same roof with the student.

10. Include all children that the student has raised as his own whether they were or not. For example, the student may have raised some abandoned or orphaned children that belonged to someone else. If he raised them--count them as his own.

11, 12, 13. The term "Your children" has the same meaning as given for question 10.

20. In case there are women who have not held a steady job due to their being a housewife, they should check letter A. Other women who have had time for steady employment and have sought it should select one of the other answer categories.

25. Probably most of the mandatory ABE students mainly heard about the program through the welfare counselor; if so, they should check letter E. However, some of these same students may have mainly learned about ABE classes through one of the sources identified by an A, B, C, or D; if so, they should indicate which one.

26. Although some students were required to enroll as a condition for receiving welfare, they may have wanted to enroll on their own for another reason other than the mandatory one. If this is the case, such student should choose an A, B, C, or D answer. However, if this student feels that the main reason why he enrolled was due to the requirement, then he should check letter E.

43. One teacher might be considered excellent while another might be considered poor. Encourage them to consider the quality of instructors on the whole or collectively.

44. Again, all of the teachers collectively.

45. Again, all of the textbooks, supplies, materials, and equipment collectively.

APPENDIX E

SELECTED COMMENTS TO ESSAY-TYPE QUESTIONS

Of all the data collected in this investigation, perhaps none was more meaningful than the participants' reactions to the essay-type questions at the end of the questionnaire. Screening these comments was a most difficult job--practically every comment was unique and significant; however, due to space limitations, an effort was made to include only those comments which were felt to be most significant and most representative.

The comments in this section appear in the actual handwriting of the students who made them. While many of the comments were barely legible, others showed a high degree of penmanship; but regardless of the degree of legibility, they all carried much meaning and impact. Persons desiring to review the mass of comments unable to be presented in this study, may do so at the office of the Research Coordinating Unit for Vocational Education at Marshall University.

QUESTION: WHAT DO YOU LIKE BEST ABOUT THE ABE PROGRAM?

It has keep my family in food
Clothes - and other good Parts
of living. and has helped to
keep them in school. It is
A wonderful Program. and should
Go on. there can be a lot of
learning men can get from it
yet.

The ABE program, is a chance to improv my education. It makes a person - realize, the value of an education And will make him try to encourage his childrens to finish school. And because he is better educated. He can better choose, who he wishes to represent him in goverment.

It gave more confidence in myself I can write my name.

Delber McCrule

-It gives the people with a low Edu. and poor people a chance to get a better Edu. or other wise thay might never learn to read or write r get ahead in life.

ICAN WRIT BETER

The thing I like best about the ABE program is it has brought my education up to the level to where I can be of some help to my children in helping them with their school lessons as well as helping myself be better educated.

I like the way we are to help our self and the way we work: out what problams we can't do and we we learn much more.

. Do to the fact that, Most people could not afford to go if it wasn't free.

I like this program because it gives me a chance to better my education since I though that it would be imposible for me to go back to school since I am married & a mother. I like also the facted that its' free & this is a wonderful thing. I appricate this program with all sincerity.

I like the ABE class because I think it has helped me very mutch.

Just the chance to go to school and have a chance to learn again

The A.B.E. program has been very helpful to my family and myself. We haul all benefited from it.

I like the feeling of knowing that I am improving myself as an individual in the community, as a better wife and mother, and also improving my knowledge of books and learning.

I am learning things here I coulf not have learned any other ways

It has given me an opportunity to pass my G.E.D. so I can enter college in the fall

I think the ABE Program teaches many People Who have not had the advantages of much Education and People who have been out of School long enought that thy need to freshing up catch up on late events.

The A B E program gave me a Chance to further my education— which I was unable to when I should have

The thing I like best about the A B E program. It puts my brain back on wheels and got it thinking again. I liked the discussion we have. The other people and their view points. The diffent subjects we have. The new method of teaching And we never get to old to learn.

This school Program has been an avenue of renewing my interest in life, and a New Vigor for learning and catching up on things, that had slipped my memory, while raising my family.

I enjoy attending school more than I did when I was a Child.

An older person has the chance to better his education or a second chance.

What I like best About A.B.E is that, they teachers are kind and understanding. they try to give a clear understanding of the Various problems and questions, at no time have I been made to feel small or stupid. And the best of all, each Individual can work at whatever speed he chooses or is capable.

Because it gives the people who Cannot pay for education a Chance to learn and understand the things they some times never had a Chance to do.

I always wanted a deploma but could not get it while I was young because of family affairs. I am thrilled to think I may get my deploma soon. I like because it gives me an opertunity I never had free Everyone is nice we have had as teachers.

What I like best about A B E is the fact that so many people have given so much of their time and effort to help people like myself and others to help themselves to a better education.

I Con read and Write better

QUESTION: WHAT DO YOU DISLIKE MOST ABOUT THE ABE PROGRAM?

I feel if they could have more teachers they would be able to divide the classes into group according to their progress.

What I dislike most about the A B C program, there isn't enough time. If we could go more often, say every night for three hours, we would accomplish a lot more than we do now.

We dont spend enough time in class, we don't have enough text books.

I don't like to leave my baby at night with someone else while I attend classes.

52. Evening Classes.

52. Needs more hours in school.

We dont have classes often enough. I would like to be in School full time.

52 I wood drauther to be on my own So other people wouldn't Talk about me.

52. I think there should be more people enrolled, as they could have the same opportunity as I have had to improve their education.

52. I dislike working all day then coming to school

52. There is nothing that I really dislike about the ABE program.

52. My job doesn't work out with the hours of the A.B.E. classes very well

52. i will have to say i dislike the idea of traveling for miles just to get a two hour lesson when it first started Then returning to my work, which took my mind away from what i was studing.

The part I dislike is the talk of the program closing before I can graduate

52 "The shortness of the classes.

52. The floors are cold, the heat is not regulated having to travel 2 miles to school.

52. improper facilities

52. We do not have enough work books

The teachers should have more material to work with

I have no dislikes, I think the program is a fine thing to all that enroll.

What I dislike is the number of days we have. I wish the classes were conducted each day of the week at the same amount of hours per day.

52. That it wasn't started sooner.

52. I dislike it most because I have to for to come after working all day, I don't have enough time.

52. I mostly dislike the silence. I would like the school better if we had discussions on different things. I relize this is almost impossible sinse we are studying on different levels but I think I would remember things better.

52 Cutting Brush

52 problem of transportation.

In the space of fifteen months we have had three teachers because the teachers are so tired from teaching all day and then have to come back to school at night

52 We don't have enough hours toward our schooling.

QUESTION· HOW DO YOU FEEL THE ABE PROGRAM CAN BE IMPROVED?

53. By being given more funds for more classes, and teachers.

53 established more ABE centers

Find a way to get more people Enrolled.

53. High school classes aviable - Work training programs.

53 By more hours in chool

53 MORE HOURS

53. The program can be improved by having Classes in the daytime. While our Children are in school. I hope more business people will became more intesting in this program.

53. By having a Training Program.

I would like to join a vocational training program.

53. Yes = more text books

53. By letting people really know more about ABE. More + better advertising.

53. Being sure there are properly trained teachers to meet the need for all levels.

53 I feel that the School time ought to be five days a week.

53 By opening more Schools and Classes

53. Have a full time training program

53. I thing there should be more books and longer day Classes.

53. They could improve them if we had more Adult Basic Education Schools. They need the schools close to where the people live.

I think someone should go out in the community and talk to the people and find out if they would like to further their education by attending A.B.E. classes.

By having classes 3 hours of the day while the children are in school, at least 5 days a week.

advertise more and help more people.

53. we Should have our class days and work divided. So we could go to class. and concentrate better on our studies

53. For more people to go to the A.B.E program.

53 if we had more equipment.
And I like to see high school. classes offer.

By having more training programs. And also high school Classes for the ones, that are reddy for them.

By letting us go to school more and by going to vocational school.

53. How do you feel the A·B·E· program can be improved? By Giving us a school so we can have class during the day, five days a week.

53. By teaching more subjects

53- By having more hours and the assurance that it will continued.

53 more school more traning

53 A lat of umprave Could be made in This program With a few more Teachers

-53. to continue on.

OTHER COMMENTS

54- The only comment I have is that I have enjoyed the classes very much and have not only leanded the basic subjects but how to get. along with other people.

I am more then happy to have had the opportunity to attend this school. The teacher has been more then helpful. Nice disposition pleasent to talk to.

For the A B E program I think in the whole, it is just great and that everyone who takes adventage of it, will certainly be inproved and be a more productive person, in community, church and civic affairs

i learn to red and write

I think it has help us all alot, and I believe it shoued be continued.

I think the ABE Program is the Greatest of all. in every way. for Better Education in the young and elder People to. and Hope it continues

54. If we could get more People instered in the A.B.C. program. It would help solve lot of problems, Help improve family in the homes, Make better area to live in.

It has brought me a long way. I could not Write nor Count.

I think this is a good opportunity to put a good retired teacher to work again

IT IS MY feeling That This is A VERY good PROGRAM

the teachers really help You with the problem If You get struck they are very understanding

It will help to a better job. I will be able to help my children.

54. I wish more people would take advantage of the program. We should never get too old to learn.

Thanks for the education

I am a Little old now thay ort of started this School Twenty years ago if thay wonted me to Learn much.

It has shown me some of the Mistakes and Neglecting of my children education

I like the attitude of the teachers. They are willing to help.

I beleive it to be a very worthwhile project.

It gives people that couldnt finish school, because their family could not afard the money, a chance to get their education.

54. It would very nice if training for carpenters, electricians and other jobs could be available to people who can not learn to read and write well enough to get a high school education.

54 - Thank You

54. i Like every thang aBaut it
i thank we shoud have mare time
it have help me to Learne a Lat
it is warth wall to have a Rragram
Like this GoinG it help Me to Learne
a Lat i didnt noe Before i Like
or teather and i nal a Lat Now
i didnt noe Before

It is a chance to get schooling
I never had because of going to work
to help my family.

I think more people could
learn if they would take
intrest in the ABE program
It is very good for people
I think.

I think more people should take
advantage of the program.
Last but not least our instructor
is the very best.

I dont have anything to compare it
with, & I have been satisfid

54. I just hope it can continue

ERIC Clearinghouse
MAR 27 1969
on Adult Education